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ABSTRACT

This document presents a 2-year post-high school curriculum for paraprofessional school personnel. This document is divided into five sections, which are teacher aide programs, curriculum, course outlines, bibliography, and appendix. Section one discusses some considerations of the program, occupational opportunities, aides and their work, special abilities required by aides, activities performed by aides, college programs for aides, and credentials and certification. Section two presents course requirements, a brief description of courses, issues in combining theory and practice in training teacher aides, curriculum overview, and continuing education. Section three provides curriculum outlines for 13 courses and electives. Section four is a bibliography listing published works, films and filmstrips, and journals. Part five, the appendix, contains the following: (a) a survey of selected states regarding utilization of teacher aides, (b) task and job descriptions, and (c) sources of assistance. (PD)

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A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM

teacher aides

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FOREWORD

At no time in the nation's history have schools been more challenged, more criticized, more needed. A variety of panaceas and nostrums are offered to cure the ills of the schools ranging from changes in how schooling is financed to the shape of the classroom. Some have proposed "teacher profit" curricula, while others prescribe joy. But, it seems to us, the learning of the child is most dependent, after the child itself, upon the efforts of the schools' personnel.

The rapid growth of the use of teacher aides – a title which is not well suited to the work they do – dates to the anti-poverty efforts of the early and mid-1960's. Here a three-fold effort was involved: 1) to improve the learning of poor children; 2) to meet manpower shortages in the public schools; and 3) to help lift the aides out of poverty. It is to the first of these objectives that the schools must give primary attention, and to which this guide (manual) is directed.

The roles of paraprofessionals, the term we prefer to refer to non-certified personnel engaged in instructional and instruction-supporting activities in the schools, is the subject of considerable discussion. (below) Here let us only note that we are concerned with activities directly involving children, primarily focused upon the teaching-learning interaction. Further, we have purposefully presented a curriculum, while designed for a two-year program, which gives maximum attention to providing the paraprofessional with the knowledge, skills, and experience necessary to support teaching. Thus, if the paraprofessional, upon completion of the program, goes no further in formal education, he or she will have substantial preparation for classroom work with children. If the Aide continues on to a further degree and professional certification, the base of professional training will have been provided.

The design presented here borrows heavily from experience in the education of teachers. Two central notions are: first, that the theoretical training cannot be separated from practical experience; and, second, that the mode of instruction must demonstrate the principles averred in the theory of instruction.

A problem faced in design of this guide was whether there should be one design for those who are full-time students and another for those who are engaged in a college program while employed as a paraprofessional in the school. It became clear that the same basic model of combining theory and practice make most sense for both groups. While adjustments will be necessary for those in one group or the other (and within each group), it is one basic model which is presented for both groups. A further advantage of the model is that it brings into the classroom great numbers of additional adults who can help in the learning of children.

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No work product of a New Careers Training Laboratory staff member is the result of his effort alone, and this suggested guide resulting from this project is no exception. Special acknowledgements are owed to Vivian Carter Jackson, Edward Lander, and Fran Dory with whom I have traveled so much of this country and from whom I have learned much; to Ralph Acosta, and to Frank Riessman whose contributions to the learning of children now span a decade.

The guide builds upon the experience, insights, and efforts of many. Unfortunately, its format prevents detailed citation. As we have built upon the work of others to whom we are grateful, so it is our hope that others will do the same with this work.

The members of the project Advisory Committee, which follows, have been generous in their support, contributions, and helpful in their criticism.

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TABLE OF CONTENTS

FOREWORD iii
ACKNOWLEDGEMENTS iv
TEACHER AIDE PROGRAMS 1
General Considerations 1
Current Developments 1
Importance of Paraprofessional Personnel 2
The Need for Training and Education 2
Occupational Opportunities 3
Aides and Their Work 3
Bay City 3
ESEA and the Surge of Aides 4
Pupil Cognitive Learning 5
Affective Areas 6
Other Roles 7
Aides and Teachers 7
Conclusion 8
Special Abilities Required by Aides 8
Activities Performed by Aides 9
College Programs for Aides 15
Major Achievements 16
Major Problems 16
Credentials and Certification 16
Organizations and Associations 18
Sources of Financial Support 18
Faculty 19
Facilities 19
Advisory Committees 19
THE CURRICULUM 20
Course Requirements 20
Brief Description of Courses 20
Issues in Combining Theory and Practice in Training Teacher Aides 21
General Considerations 21
Participatory Simulation 21
The Public School as a Teacher Training Site 23
Training Techniques 24
Work Experience 25
Linking Work and Study 25
Curriculum Overview 26
Relationship of Courses to Goals 26
Continuing Education 28
COURSE OUTLINES 28
School and Community 28
Instructional Media: Use and Development 30
Communications Skills 30
Curriculum Methods 31
Child Development 31
Language Arts Skills for Children 32
Community Development 33
Teaching/Learning Methods 33
Mathematics Skills for Children 34
Tests and Measurements 35
Human Service Issues 35
Community History 36
Libraries as Learning Tools 36
Electives 37
BIBLIOGRAPHY 38
Published Works 38
Films and Filmstrips 44
Journals 44
APPENDICES 44
A Survey of Selected States Re: Utilization of Teacher Aides 44
B Task and Job Descriptions 46
C Sources of Assistance 52

TEACHER AIDE PROGRAMS

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GENERAL CONSIDERATIONS

From 1957 to 1967 the number of public elementary and secondary teachers rose from 1,199,000 to 1,788,105, an increase of about 589,000 or 49 percent. Though the demand for elementary and secondary teachers in the next decade will not be so dramatic – due to projected lower fertility rates and a slow-down in growth of school-age populations – still an estimated 1,279,000 new teachers will be needed in the period 1970-1977.

The most significant projection of the demand for manpower in education comes from a study by Leon H. Keyserling, *Achieving Nationwide Educational Excellence: A Ten-Year Plan, 1967-1977 to Save the Schools.* The study finds need for immense expansion of non-teacher instructional staff, e.g., school aides.

> All told, in 1967 there were only about 188,000 non-teacher instructional personnel in our public schools, or about one for every 229 pupils. It seems obvious that their effectiveness is hampered because of the very large number of pupils. These staff deficiencies must be rectified, through engaging more persons to (1) bring work-loads into more reasonable alignment with existing and growing enrollments, and (2) to permit specialized personnel, in conjunction with classroom teachers, to meet the challenge confronting the public school system.
>
> To fulfill these objectives, this study projects an overall pupil-instructional staff ratio of 12 to 1 by 1977 . . . with non-teacher instructional personnel averaging one for every 30 students.

Chart 1 shows the increase in non-teacher instructional staff projected for 1977 by the Keyserling study. By 1977 this group should rise to 1,142,000, based on achieving a ratio of one to every two teachers. We can note that the 1970 goal by Keyserling (in 1968) was more than met and as of this writing (June, 1971) the 1972 goal is well on the way toward being met.

A few years ago, there was considerable debate among educators concerning the advisability of providing teachers with aides. But the recent experience of most educators, particularly those in educational programs for children from poverty areas, has made clear the need for teacher aides. The questions now arising concern how aides can be selected, trained, and used most effectively.

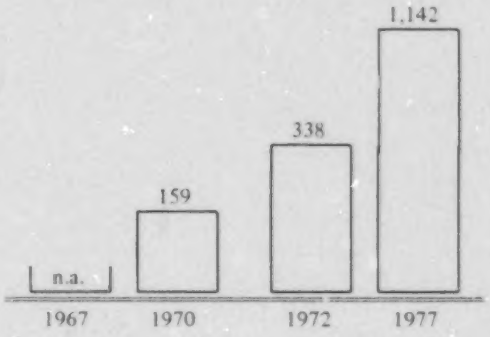
The use of auxiliary personnel in the classroom is not new. College students, high school students, and parents have for many years assisted classroom teachers in various ways. The assistance has been given on both a voluntary and a paid basis.

An August, 1970 survey of practices and utilization of aides found that while few states have specific legislation relative to aides, nearly all have developed some policies, procedures, regulations regarding them. (See Appendix A).

CHART 1

Non-teacher Instructional Staff, Public Schools, 1967 and Goals for 1970, 1972, and 1977.[1]

Number (thousands)[2]



[1] *Excludes fully accredited persons serving as teachers, principals, supervisors, librarians, guidance and psychological personnel and other fully accredited non-teacher instructional staff. Includes all other persons assisting teachers in instructional functions.*

[2] *Projected at higher growth rates in earlier years.*

Reprinted from Leon H. Keyserling, *Achieving Nationwide Educational Excellence: A Ten-Year Plan, 1967-1977, to Save the Schools.* Conference on Economic Progress. Washington, December 1968.

There are several reasons for the growing emphasis on the use of auxiliary personnel. As demands upon the schools increase, aides can help to make schools better places for children to learn. As education takes on new dimensions, such as wider curriculums, flexible scheduling, team teaching, and individualized instruction, the teacher's task becomes increasingly exacting and his need for time for reflection and professional growth becomes more acute. In addition, the aide has come to be more than a mere helper to the professional teacher; he is an important element in the strategy designed to meet the special learning needs of disadvantaged children and to mitigate the difficulties in communication that are apt to hamper the middle-class teacher in his relations with lower-class pupils. The effectiveness of aides, however, is not limited to classrooms in poor neighborhoods; they are increasingly being used in all types of schools.

Current Development

These past few years have seen a significant acceleration of the use of paraprofessionals in the public schools.

> –The implementation of the first legislation in education (indeed in any of the human services) which provides a comprehensive approach to personnel development, the Education Professions Development Act. In particular, the launching of the Career Opportunities Program.

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–The utilization of more than 200,000 paraprofessionals* across a broad spectrum of activities.

–The consequent consideration in many states of the role, responsibilities and regulations pertinent to the use of such personnel. State departments of education and State boards of education have issued policy statements and guidelines.

–The major involvement of the organizations of the teachers, the National Education Association and the American Federation of Teachers, in these programs.

–The establishment by both the Commissioner of Education and the Secretary of the Department of Health, Education, and Welfare of paraprofessional programs as key priority areas.

–The proliferation of materials, guides, and audio-visual aides to assist in the implementation of programs. (See Bibliography).

Importance of Paraprofessional Personnel

What has been found to be the main value of teachers' aides? The most extensive study of the use of aides in education was conducted for the Office of Economic Opportunity by the Bank Street College of Education. Among the major findings (published in September, 1967 under the title *New Careers and Roles in the American School: A Study of Auxiliary Personnel in Education)* were the following:

–Low-income auxiliaries with minimum education appeared to be capable of assisting with the learning-teaching process in the classroom with benefits to the pupils, particularly when the auxiliaries were carefully trained and selected.

–This meaningful occupational role for low-income, educationally disadvantaged persons often appeared to have a positive impact upon their familial and community roles, as well as upon their self-concept.

–Auxiliaries often appeared to serve as role models for poor children–which might well be a significant motivational factor in the child's or youth's development.

–Many teachers who participated in the program reported that they perceived their own roles in new perspective after working with aides in the classroom, that is, as more highly professional, with emphasis on diagnosis, planning, and coordination rather than solely upon teacher-pupil interaction. This new role was seen as additive rather than as a substitute for teacher-pupil interaction.

–A salient outcome was that all concerned–administrators, supervisors, teachers, and ancillary personnel (counselors, curriculum specialists, etc.)–had to "rethink" their roles and relationships when aides were introduced into a school system, in order to develop viable, purposeful teams, and to integrate all available school services to meet pupil needs.

–In essence, the introduction of auxiliaries appeared to have a catalytic impact on the development of all roles in the school system.

The Need for Training and Education

The 1969 annual report of the Commissioner of Education, in discussing "Teacher Aides" makes several important general points regarding the training of aides:

–The amount of pre-service training should be tailored to the background of the aide and to the role he will play. In general, it should be brief, and should include workshops, seminars, discussions, etc. It should be directed toward making the aide proficient in precise school tasks from the first day he enters the classroom. Performance criteria should be used to determine the amount and type of training given. The programs should be planned jointly by school systems, institutions of higher education, community agencies, and professional staff, and participants.

–Inservice training should also be fitted to the aide's role, and should generally consist of supervised, on-the-job training, largely through conference and seminars, coupled with individual counseling and remedial work in reading and the use of language where needed.

–As teachers and aides will work together, they should be trained together, "Co-training" provides not only the most effective training for teachers and aides alike, but also the basis for close and effective working and social relationships between them.

–Training should include development of specific skills and knowledge of the general principles of human development. It should also include the development of system know-how: how to influence teachers, administration, school board, professional and union groups. But over and above this, the training program should integrate educational theory and practice. A closely supervised practicum is the most effective means to bring this about.

Thus, it can be seen that: 1) the use of paraprofessional personnel has grown with great rapidity in the past several years and appears to have become a permanent fixture on the American educational scene; 2) the paraprofessional, with appropriate training and education, can make an important contribution to the learning of children, as well as to assisting the teacher; 3) for both the effective work of the

*No single adequate term has been designed to describe those who, lacking formal credentials and/or the traditional training, perform various functions in the human services such as health, education and welfare programs. For want of a better term we will generally use paraprofessional, although interchanging it with auxiliary personnel (favored in several Eastern states) and the general term, aide, or teacher aide. It is interesting to note that the persons who occupy these positions have come to call themselves new careerists and new professionals (see *New Careers Newsletter*, New Careers Development Center, New York University, Fall, 1968), while the Greensburg, New York schools call them "helping teachers."

paraprofessional and their own personal development training and education are essential. Such training and education should involve not only the acquisition of professional skills and attitudes but also the credentials which are both valued and demanded by school systems and our society as a whole.

OCCUPATIONAL OPPORTUNITIES

The present is a time of uncertainty as to the exact dimensions of employment opportunities in schools. On the one hand, there are assertions that: "The teacher shortage is over"; there is (or surely will be) a glut on the job market; local school systems are having difficulty in meeting the present budget and maintaining their present staff and cannot afford to employ additional personnel. On the other hand, we believe, the warnings of the prognosticators must be taken with some measure of caution as they are the ones who not too long ago predicated ever increasing teacher shortages. Furthermore, their estimates are based heavily on assumptions about the career plans of women which fail to take account of likely expansion of career choice as a result of women's liberation efforts and the consequent reduction in the disproportionate percentage of women who, too often for lack of a real choice, go into teaching.

In addition, their assumptions take little account of the possibility of dramatically new staffing patterns, such as Head Start's one adult to five children; continuing and even increasing demands from teachers for aides; new resources available through a massive public service employment program. And, the statements of teacher glut usually ignore shortages in particular geographic areas–inner city and some rural areas; particular fields–special education, for example; among particular types of persons–males, minority group members.

It seems then that in an occupational field employing more than 2.1 million teachers, more than 250,000 aides–and more every year (25,000 new aides in New York City in the past five years), there will continue to be major employment opportunities for paraprofessionals–both for those who see that work as a final goal and for those who see it as a stepping stone to a professional career.

AIDES AND THEIR WORK

With his characteristic sharpness, Arthur Pearl distinguished between three types of staffing patterns.

> *The plantation system*–Paraprofessionals are seen as a permanent proletariat lacking any advancement opportunities.
>
> *The medical system*–There is a sharp distinction of roles, and while there may be upgrading within the role (LPN to Senior LPN, for example), there is no leap from role to role (RN to M.D.).
>
> *The new careers design*–Education which is built into the job is seen as a continuous linkage between various levels of work.

The earliest use of paraprofessionals in U.S. schools, Lancaster's monitorial system (1798), surely fits Pearl's "plantation system" model. There, as an economy measure, young men were used to multiply the number of persons an adult teacher could teach. The "monitor" acted as little more than a transmission belt from the teacher to the pupils. An unplanned for and serendipitous effect was that the monitors themselves learned by teaching. The "monitorial system" died out in the 1830's partly due to an excess of greed. In the post-Civil War period, with great emphasis being placed upon certificated teachers, there was little use of paraprofessionals.

Bay City

The Bay City, Michigan, project fits Pearl's "medical system" model. A grant was made to Central Michigan State College of Education to support a joint project of the College and the Bay City school system. A study there had showed that "teachers were spending anywhere from 21 to 69 percent of their time on non-teaching chores . . .". Faced with rising enrollment, the project sought to develop more effective ways to utilize staff. Eight college trained women were employed as teacher aides. A final evaluation by the College found that teachers with aides spent more time on instructional activities; there was little objective evidence bearing upon the quality of instruction in classrooms with teacher aides as opposed to those without; teacher aides facilitated better deployment of teachers and experimentation with staffing, although there was no noticeable change in teaching methods; the program had little effect on overall costs; and many of the aides were potential recruits for teaching (in fact, five of the initial eight went on to become teachers).

The program was adopted by more than 50 other Michigan systems. Fairfield, Connecticut and New York City developed volunteer and paid aide programs. By 1961, there were over 5,000 aides across the country. In 1956, the Education Testing Service conducted a lay reader experiment in New Jersey and Massachusetts, and this offshoot of the Bay City program had spread to some 120 school systems by 1961.

Summarizing its efforts in this area, the Ford Foundation, which provided support to Bay City and many successive efforts, wrote the following:

> The significance of the Bay City type of project is that aides are used to improve *the quality of education* by freeing teachers to spend their time in actual teaching. This use of aides was a distinct departure from the past particularly from the monitorial system that flourished in the U.S. a century or more ago, in which aides were used to educate large numbers of children inexpensively–and inadequately.

But the general consensus was less optimistic than the sponsors; it focused on the fact that aides were not replacements for teachers, and that the use of aides could not be a justification for larger classes. And, for many in the increasingly organized teaching profession, Bay City came to be remembered as an effort to hire "cheap teachers". A survey of articles in the professional education journals between 1942 and 1957 found critics of aide programs charging that aides were used to justify larger classes, that not all teachers could work with aides, that evaluation was difficult, and that use of aides encouraged rote learn-

ing. Advocates claimed that aides were a valuable temporary measure, that the classroom was enriched by the use of another adult, and that the aide was a possible teacher recruit.

J.L. Trump, in his comprehensive examination of secondary education, put forth six categories of teacher functions; professional teacher, paraprofessional assistant, clerk, general aide, community consultant, staff specialist. This proposal is the fullest expression of what Pearl labelled the "medical system" model; that is, sharp role differentiation with no mobility from role to role.

Many of Trump's ideas came to be incorporated in the work of the Committee on the Experimental Study of the Staff in the Secondary School. A 1962 study of the secondary schools involved found most aides were teachers in training, other college students, college trained adults, and least of all, other adults. The major functions they performed were as lay readers, clerks, objective test graders, library assistants, and study hall supervisors. At all grade levels, a 1963 survey of 800 New York School districts found that 51% used paraprofessionals (a total of 2,389), with exceedingly favorable results.

Summarizing the situation shortly before the new thrust of the anti-poverty effort, Robert Anderson wrote,

> Only a decade ago, when pilot projects in the use of teacher aides and other nonprofessional assistants first began to appear in the literature, the predominate reaction of the profession was negative, even hostile. In 1964, it is rare to find discussions of utilization of school personnel in which nonprofessionals are not considered a welcome addition.

ESEA and the Surge of Aides

The implementation of the Elementary and Secondary Education Act, along with the Economic Opportunity Act, led to a rapid increase in the use of paraprofessionals. In 1966, a survey found that 2% of the programs then operating had begun in the period 1930-49; 17%, 1950-59; 36%, 1960-64, and 45%, 1965-66. Three national studies by the National Education Association's Research Division and smaller surveys in Indiana and California, although not of comparable universes, show the changes in paraprofessional employment from 1965-66 to 1968-69. (Table I). Trends over this period appeared to include:

- –an increased use of paraprofessionals;
- –a higher percentage of paid paraprofessionals;
- –a stable concentration in the elementary grades;
- –a slight shift to more instructional activity.

TABLE I

SCHOOL DISTRICT USE OF PARAPROFESSIONALS, 1965-69

	1965-66	1966-67	1966-67	1967-68	1968-69
Number School Districts Surveyed	251[a]	63[b]	1,204[c]	1,153[d]	1,199[d]
Number Using Paraprofessionals	217	49	416	743	799
Number of Paraprofessionals	29,995	334		29,958	40,295
% Paid	67%		98%	82%	84%
Level Paraprofessional Used (%)					
Pre-School and Kindergarten	21%		15%	10%	13%
Grades 1-3	17%	74%	25%	62%	62%
Grades 4-6	29%		15%		
Jr. High School	16%	26%	45%	11%	10%
Sr. High School	16%			17%	15%
Funding Source					
Federal Only		81%			30%
State & Local		16%			18%
Both					52%
Paraprofessionals per teacher				0.19	0.26
Rank Order of Paraprofessional Activities					
Secretarial	1	1	1		1
Classroom Housekeeping	2				
Setting up A-V equipment	3				
Helping with clothing	4	2			
Supervising playground	5				4
Correcting Tests/Homework	6		2		3
Lunchroom Assistance		3	3		2
Small Group Instruction		4	5		5
Individual Instruction			4		6

a. Districts with 12,000 or more pupils, nationwide.
b. Indiana School Corporations.
c. California School districts.
d. Districts with 6,000 or more pupils, nationwide, excluding New York City.

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The 1969 annual report of the Commissioner of Education on the state of the education profession, shows the concentration of paraprofessional programs in poverty neighborhood schools.

A number of state and local studies mirror that national pattern. In Wayne County, Michigan, the paraprofessional to teacher ratio was about 1 to 4.5, and paraprofessionals were assigned to twenty-six different job titles. A 1964 report on Illinois programs took a very cool tone toward paraprofessionals in instructional activities. However, by 1967 the state had enacted legislation specifically authorizing local Boards of Education to employ non-certificated personnel.

Pupil Cognitive Learning

Any effort to evaluate pupil performance is complicated, and the complications are increased manyfold when one seeks to isolate the effect of a particular factor, such as the role of paraprofessionals, upon that performance. Studies of performance are complicated by questions of what criterion is to be used—such as reading scores and the like, or more subtle measures in the cognitive area, to say nothing of the affective domain. As to identifying the effect of particular inputs, the chairman of a study group assessing the impact of teacher performance (the most studied variable) upon pupil performance stated, *"at the present moment we cannot make any sort of meaningful quantitative estimate of the effect of teachers on student achievement."* This, in assessing the role of the paraprofessional upon pupil learning we must seek a variety of methods and sources, and even so, express results with some caution. The data which follow were collected from many sources, came to the issues from different vantage points, and sought answers to varying questions. We believe that together they do want no single study does (or can do)—that is, make a persuasive, although assuredly not final, argument that paraprofessionals through their direct impact upon students positively effect their learning. And, beyond this indication of direct effect upon the pupil, there is data as to effect upon teachers --changes in the allocation and use of their time and their behavior, which allow for greater attention by the teacher to pupils.

The American Institute for Research, on behalf of the Office of Education, conducted a survey of the professional education literature, 1963-1968, that described compensatory education programs. Of the 1,000 programs described, 23 were found to have yielded "measured educational benefits of cognitive achievement". Of these 23, 10—or 43%—involved the use of paraprofessionals. As indicated above, there were relatively few paraprofessional programs before 1965, and, with the lag in reporting upon concluded programs, there were few reports in the literature before 1967. It is therefore, unlikely that anywhere near 43% of the total sample of 1,000 programs used paraprofessionals.

The most continuously studied paraprofessional program in education to date is that at the Minneapolis Public Schools. Between 1966 and 1968, that system employed between 225 and 300 paraprofessionals. In the spring of 1967, a survey of 231 paraprofessionals found 54% in the elementary grades, 94% female and a median age of 37.5. In these characteristics the paraprofessionals in Minneapolis appear to be similar to those across the nation although they differ from most programs in the amount of training which they received. In order to test the effectiveness of paraprofessional performance upon pupil learning, a study was conducted during early 1968. Nine kindergarten classes, each with about thirty pupils, half of whom were Black, were selected. Three classes had no aides, three had one aide, and three had five aides. All classes were given the Metropolitan Reading Readiness Test, Form R, in January and then again in May.

Those classes with one aide made a 50% greater total gain than did those with no aide, or in terms of percentage again over pretest, those with one aide gained 30% as compared with a 19% gain for those with no aide. On both total gain and percentage gain over pretest, those classes with five aides did better than those with no aide but not as well as those with one aide. The authors suggested that one reason might lie in the management problems presented with such a large number of adults in the classroom.

A study of paraprofessional programs in rural Kentucky compared classes with paraprofessionals present in the classroom for different numbers of hours per day. Paraprofessionals in the Model School, which had 235 children, worked 4 hours per day; those in 5 other schools, with a total of 1,061 children, worked 1.5 hours per day. While the desire of pupils to ask questions was about the same in the two sets of schools, the children in the Model School felt they could ask more questions. Also, paraprofessionals gave opportunity for more activities enjoyed by the children.

While the foregoing programs considered only the paraprofessionals' indigeneity as a special qualification, an Arlington, Massachusetts, program was concerned with the special effect of males upon elementary age children. "Project Male", begun in 1967, involved part-time volunteers in kindergarten through third grade in three elementary schools; during the first 3 years of the project, 1,102 children were served. The project took as its starting point the fact that some 80% to 90% of all primary children who had social or academic difficulty were boys. It was found on tests of psychological development and academic achievement:

- Significantly greater improvement in scores from fall to spring on the Evanston Drawing Test of Emotional and Academic Achievement was found for 247 kindergarten boys in male-aided classes than for boys in control groups. Improvement was also greater for girls in the male-aided classes, although not as great as for boys.
- More significant and positive attitudes toward school and work activities were found in boys who were in male-aided classes as opposed to those in female-or non-aided classes.
- The number of boys performing at or above grade level was significantly greater in male-aided classes than in the female-or non-aided classes. The degree of this improvement in-

creased in the second and third year of the program.

The studies discussed above have described paraprofessionals working as generalists in the classroom. The following three studies reported to them performing specialized tasks. The middle schools of Hammond, Indiana, used paraprofessionals in a corrective reading program. Between 1967 and 1970, they conducted a study in the use of paraprofessional personnel in intensive corrective reading instruction. The referral criteria for pupils to the program was an IQ of 90 or above and reading level at least a year below grade; in fact, for the 832 pupils in the program over the three years, IQ ranged from 75 to 126, and students were from one to five years below grade in reading. About 60% of the pupils were boys, 25% from disadvantaged families, and they were about equally divided among the 6th, 7th and 8th grades.

There were twenty-two paraprofessionals, ten of whom had children who had had academic difficulties. The children received approximately an hour per week instruction from the paraprofessionals.

The performance of the children helped by the paraprofessionals was compared with a matched control group. The project director summarized the data as follows:

> On the basis of the comparison of experimental and control subjects and average growth scores with the norm of expectation, it can be stated that paraprofessionals can be used effectively in providing remedial reading instructions at the middle school level.

Much this same model has been used in some fifty other communities in twelve Middle-West states. The paraprofessionals were given twenty-one hours of programmed instruction in tutoring, and they worked with the children about an hour a week. A significantly greater proportion of the tutored children progressed normally—that is advanced from the second grade to third grade—then did those in the control group (59% and 41%, respectively). And those receiving tutoring were 59% less likely to need to be assigned to a special education class than were those in the control group.

A tutorial program for children with serious reading retardation showed gains for both the children and their paraprofessional tutors. In that program, paraprofessionals worked in 4 Brooklyn ghetto schools. They tutored 105 children two to four times a week. Three of the paraprofessionals had no high school diploma. And as a group their reading level ranged from 3rd to 12th grade.

> Final evaluation of the program showed behavioral and reading improvement among most of the 105 children. Tutors gained in reading level, in insight into the school as a social system, in sensitivity in child development and management and in teaching methodology.

The three reports above described the effects of paraprofessionals in programs for students who were not doing well in school. In another report, the Fennville, Michigan, project found that paraprofessionals had greater effect upon the more gifted students. Two groups of 9th grade girls were divided in order to obtain equal groups based scores from the California Test of Mental Maturity. At the end of the year, the two classes were compared as to marks, test scores, days absent, and request for more advanced courses the next year. Based upon these criteria, "students with greater intelligence accomplished more by the addition of trained aide staff per class, whereas the average and less able are not affected as markedly".

Affective Areas

As difficult as it is to measure cognitive learning (and to isolate the factors which influence it) the task is even more difficult in the affective domain. Rather than a survey of findings from a wide variety of sources as we presented in the preceeding section concerning cognitive learning, here we will focus upon the findings of a single study; the bibilography notes other studies in both the cognitive and affective areas. It examined the work of some 3,500 paraprofessionals employed in the New York City public schools who were primarily engaged in working in the classroom. Paraprofessionals, when asked to identify their most common activities from a checklist of 175 items, selected the following:

- –talking quietly to a child who is upset or disturbing the class.
- –stopping arguments and fights among students.
- –assisting pupils with learning drills in reading or mathematics.
- –going over a paper with a child to point out his errors.
- –listening to children tell stories.
- –pronouncing and spelling new words.
- –listening to children tell about their school work and their problems.
- –listening to children read or give reports.
- –explaining school rules.
- –correcting homework papers.

Of course, a number of these items are outside of the affective area; however, others are directly in the affective domain and those outside were seen as supportive of that area. It is interesting that the item selected most frequently (by 71% of the paraprofessionals), "talking quietly to a child . . . . .", is in the affective area and was selected most frequently by principals and teachers (77% and 73% respectively) when they were asked to identify the most valuable activity from a list of typical paraprofessional tasks.

The study also interviewed pupils. About ninety percent of the elementary pupils said they enjoyed coming to school more since the advent of the paraprofessionals than formerly. Principals and teachers said pupil attitudes had improved and the majority of principals said that attendance had improved. Most parents reported that their children were more interested in school. The students reported receiving encouragement from the paraprofessionals, and principals, teachers, paraprofessionals, and parents all reported that pupils were taking more pride and showing more interest in their work.

Teachers reported a better relationship with children in their classes, and indicated that they had gained a better understanding of the surrounding community and its inhabitants. (Most paraprofessionals

lived in the immediate neighborhood of the school in which they worked). Principals reported that they had been affected by the use of the paraprofessionals in that they have more positive feelings about their own jobs and enjoy their work more.

Almost seventy percent of the parents interviewed reported that they felt the school had changed for the better since the paraprofessionals came. Interestingly, many parents said that the paraprofessionals had influenced their thinking about their own education.

Other Roles

We have concentrated on classroom roles for paraprofessionals. But one cannot leave this topic without at least a brief mention of other roles they have played in schools. At Indian boarding schools, native "dormitory teacher aides" play a key role in bridging the gap between school and home, as well as supporting learning in a number of ways. And most urban schools employ paraprofessionals in school-community liaison work.

School counseling work is an area of both particular shortage and special opportunities for indigenous workers. As Eric Ward, the director of New York City's college program for paraprofessionals, has stated,

> Experience has shown that attempts to sensitize present counselors to be more versatile in dealing with their client's problems have not resulted in as much effective communication as has the use of paraprofessionals for indigenous counselors who possess life skills that pre-empt their lack of formal training.

Ward hard-headedly points out that the indigenous worker brings the advantage of "his ability to recognize and deal effectively with 'rationalizations'." The indigenous worker is less gullible; the professional counselor who has been 'taken' by the client is less respected.

Counselor programs using indigenous paraprofessionals operate in a number of communities. Detroit uses "referral assistants"; Pittsburgh school attendance aides, the Baltimore pupil personnel assistants who assemble case information, participate in counseling sessions, and provide follow-up and referral services.

A Greenleigh Associates study showed that indigenous workers were the most effective in teaching Adult Basic Education. A New Jersey project used paraprofessionals to design, develop, administer and evaluate an adult education program. The project used twenty-four paraprofessionals–all were poor, twelve had been on welfare, nine had less than a high-school diploma and the others had no more education than the diploma. The workers surveyed community agencies as to their programs and resources, recruited students, established an adult education program involving more than seven hundred people, arranged for instructors and classroom facilities–one class was moved to a neighborhood bar when attendance declined at the original location, and evaluated the courses. A report on the project concluded: "By the end of the demonstration, the trainees had designed and were conducting more than 50 different adult education courses for disadvantaged neighborhoods. It demonstrated that nonprofessionals can be trained to perform many of the tasks of the professional adult educator".

Aides and Teachers

While the impact of paraprofessionals would appear to be greatest in their direct effect upon pupils, particularly given the special qualities of the indigenous worker, their role in freeing the teachers' time is important to consider in that it is what most paraprofessionals are employed to do, and for the effect they have on the teachers' activities.

The Minneapolis study described earlier asked teachers how much paraprofessionals freed them to do planning and preparations and to work directly with pupils. To the question on time for planning and preparation, the teachers' responses ranged from zero to twenty hours, with a median of three hours. Thus, combining the two medians, the use of paraprofessionals in the Minneapolis project saved teachers approximately seventeen hours a week. Similar findings have been reported from numerous programs. For example, a study of Wisconsin programs reported that 86% of the teachers with paraprofessionals have been able to devote significantly more time to individual pupils as a result of their presence, and 86% of the teachers felt that the climate for learning had been significantly improved through the services of a paraprofessional.

A study for the North Carolina Comprehensive School Improvement Project, after noting the time saved for teachers as a result of the paraprofessionals' work, went on to state that,

> Teacher time is increasingly redirected toward the central goal of instructional improvement in that (a) more time is spent in giving pupils individual and small group attention; (b) more time is devoted to cooperative planning of learning opportunities for pupils; and (c) more attention is devoted to the pupil's personal-social needs.

Furthermore, not only does the presence of a paraprofessional lead to the teacher having more time in the classroom to devote to both pupils and preparation while in class, but it also leads to more preparation at home. It seems that the role of the paraprofessional as another adult in the classroom encourages the teacher to this greater preparation.

A careful study of paraprofessionals and teachers in first to fourth grade classrooms of the Portland, Oregon, public schools revealed impressive evidence as to the role of paraprofessionals. In the five-hour teaching day, teachers in classrooms without paraprofessionals spent ninety-two minutes in instruction; fifty minutes of this time was spent in individual or small group instruction. Teachers in classrooms with aides instructed an average of one hundred and nine minutes per day; sixty-seven minutes went for individual or small group instruction.

Thus, there was an increase of nearly twenty percent (20%) in total teaching time by the teachers and of over thirty percent (30%) in time devoted to individual and small group instruction by the teacher in classes with paraprofessionals, as compared to those where the teacher was alone. In other words, the introduction of the paraprofessional into the class-

room gave the teacher more time for teaching, particularly for individual and small group instruction.

In addition to the extra time which the teacher had for instructional activities, the paraprofessional spent one hundred and twenty-nine minutes per day in instructional activities. Thus, from a situation of a teacher alone delivering an average of ninety-two minutes per day of instructions, a teacher and an aide delivered an average of two hundred and thirty-eight minutes of instructional activity per day. Also, the paraprofessional spent an average of one hundred and eighteen minutes on routine tasks per day.

As striking as these data are, nonetheless, the study's director points out that "teacher work roles remained essentially the same as the role of teachers-without-aides in conventional classrooms." It is essential, then, if we are to achieve real leaps in pupil learning, that careful attention be given to role development for teacher and aide both in the assessment of the work to be done (see the task analysis which follows) [below] and in the training and co-training of both teacher and aide (see training sections).

Conclusion

Based upon their study of fifteen paraprofessional programs, a Bank Street College of Education team said that the introduction of the paraprofessional served as a catalytic force in the development of new roles for all the parties in the school system. They found that participating teachers perceived new roles for themselves which included a higher level of professionalism with emphasis on diagnosis, planning, and coordination. Teachers themselves saw this new role as additive rather than as substitutive for teacher-pupil interaction.

Some of the benefits to pupil, paraprofessional (their term is "auxiliary"), teacher, school, and community is described in an earlier Bank Street College report.

1. *To the pupil,* by providing more individualized attention by concerned adults, more mobility in the classroom, and more opportunity for innovation;
2. *To the teacher,* by rendering his role more satisfying in terms of status, and more manageable in terms of teaching conditions;
3. *To the other professionals,* by increasing the scope and effectiveness of their activities;
4. *To the auxiliary,* by providing meaningful employment which contributes at one and the same time to his development and to needs of society;
5. *To the school administrator,* by providing some answers to his dilemma of ever increasing needs for school services, coupled with a shortage of professionals to meet these needs–a solution, not *the* solution, and certainly not a panacea;
6. *To family life,* by giving auxiliaries, many of whom may someday become parents, the opportunity to learn child development principles in a reality situation;
7. *To the community at large,* by providing a means through which unemployed and educationally disadvantaged persons may enter the mainstream of productivity.

What we are seeing here is a program of broad-gauged effect, touching upon the school, its entire staff, the paraprofessional in her life outside of the school, as well as having a significant impact upon the pupil. In many ways, the tone and style of the school is affected, as well as its structure and organization.

A study conducted by the First National City Bank sought to measure the importance of various factors as they affected reading scores. They studied fifth grade reading scores in the city's 557 elementary schools in 1968. In rank order, they found the following:

> significant improvements in reading skills were associated with a principal's belief that he had a competent professional staff in the fourth and fifth grades respected his teachers' aides working in the classroom and used them extensively, had meaningful parent and community involvement in the school and practiced or supported innovative administrative or teaching techniques.

And, in constructing a school quality index, the study gave 30% of the weight to the principal's attitude about the use of paraprofessional staff a ranking higher than any other single factor or pair of related factors.

The extensive New York City study noted above asked teachers and principals their opinion as to the most important characteristics of an effective paraprofessional. To the surprise of the investigators, they replied not as to variables such as education, age, sex, ethnic background, but emphasized personality characteristics such as personable, able to relate to other people, stable, interested, knowledgeable, and intelligent, in that order.

In terms of correlation between fixed personal characteristics and performance as a paraprofessional, the study found that "age, sex, marital status, number of children, racial or ethnic background, income, education, previous job experience or years of residence in the City, were *not* connected with whether a paraprofessional was rated as 'most effective' or 'least effective' by the school principal."

The authors summarized their findings on this point stating,

> there are few limits on the kinds of people who can perform satisfactorily as paraprofessionals, and;
>
> a very broad band of the population can be considered eligible for paraprofessional work.

SPECIAL ABILITIES REQUIRED BY AIDES

Of course, one seeks in potential workers with children, good physical and mental health; warmth, an interest in and a desire to work with children; and a vital interest in learning. It would appear that little else ought to be a prerequisite for such a role. The several Bank Street College of Education studies indicate the key issue in paraprofessional performance is not the extent of his or her previous years of schooling but the nature of the training provided as part of the employment program.

The summary of an evaluation report by the University of Virginia School of Education on an aide training program in Buena Vista and Lexington, Kentucky made the point specifically.

> It was shown that the educational backgrounds of the aides were not consequential in predicting the ratings the supervising teachers would make concerning the aides. Whether aides had completed twelve or only six years of formal schooling was not statistically significant in preassessing their competence as paraprofessional members of teaching teams.

And a Washington, D.C. reports similar findings.

> The experience of TAP (Teacher Aide Program) points to the conclusion that successful performance is not necessarily related to the aide's educational background: the group of TAP aides rated in the top 27% for overall effectiveness by their teachers included some who had not completed high school.
>
> The experience of TAP, therefore, does not weigh against drawing from the under-educated community for teacher aides. In fact, there is much to recommend this practice.

ACTIVITIES PERFORMED BY AIDES

The variety of activities in which aides are engaged is limited only by the universe of activities of the school. (Some representative activities and job descriptions are included as Appendix B). Based upon logs kept during a year by 50 aides, in addition to clerical, housekeeping, and monitorial tasks, aides did the following:

Direct instructional support tasks including:

- Circulating in the classroom to see if children are completing their work, and giving help where needed.
- Giving spelling tests.
- Listening to children read individually.
- Reading to children.
- Working on a specific skill area with individual children in all subject areas.
- Assisting the teacher during art projects.
- Helping children who have been absent make up missed work.
- Giving make-up tests.
- Assisting in school plays, musicals and such.
- Assisting in role-playing or socio-drama activities.
- Providing emotional support and close supervision for the child having behavior problems in the classroom.
- Interpreting behavior and non-verbal communication to the teacher who may not be familiar with the community.
- Taking over the class when an emergency requires the teacher to leave the room.
- Translating for the teacher and child in bi-lingual communities.
- Supervising small group activities for special projects or research.
- Giving or repeating teacher-prepared instructions.
- Reinforcing a lesson presented by the teacher in a small group situation with different kinds of activities.
- Listening to children tell stories.
- Helping children look up information.

Community oriented tasks including:

- Making home visits to new members of the community and school.
- Making home visits in the case of the frequently absent or tardy child.
- Helping to plan and organize parent meetings.
- Serving as a liaison with the community in explaining the school role, goals and the various services provided by the school.
- Interpreting in bi-lingual communities.
- Doing census surveys for the school.
- Recruiting for kindergarten or special school programs.

Technical tasks including:

- Setting up and operating filmstrip, film, overhead and opaque projectors.
- Making transparencies.
- Laminating visual teaching aids.
- Preparing materials and mounting them on bulletin boards.
- Making posters and other visual aids such as graphs, maps, etc.
- Operating tape recorders, record players and videotapes.
- Checking out and returning films, tapes, records and science kits.
- Preparing classroom displays: art work, decorations for the holidays, science table.
- Collecting pictures and other materials for class work.

Beyond these general activities, one can narrow down aide functions in terms of specific work assignments. For example:

Pre-School Aide

- Arranging materials, supplies and furniture for the daily activities according to teacher made plans: easels, paints, play equipment and so on.
- Preparing paints and mixing a variety of recipes for modeling material.
- Assisting with outer wraps and tying shoes.
- Telling or reading stories.
- Supervising free play activities such as the doll corner or block area.
- Assisting children in getting out and putting away play equipment.
- Giving first aid for minor cuts and bruises.
- Helping children with tolieting needs.
- Participating in organized games.
- Preparing snacks.
- Cleaning up after snacks, lunch or art projects.
- Setting up and taking down cots for naps.
- Setting up tables for lunch.
- Cleaning up after a sick child.
- Staying with a sick child until the parent arrives.
- Assisting in art and music activities.
- Collecting monies: tuition, milk fees, etc.

Assuming responsibility for arranging field trips, permission slips, etc.
Taking care of animals, cleaning cages, fish bowls, and so on.
Straightening the room at the end of the day.

Aide in the Trainable Mentally Retarded Class

Assisting with good grooming habits–showing the child how to brush his hair, brush his teeth, care for his fingernails, dress himself, tie his shoes and so on.
Assisting the child in practicing such skills as walking up and down stairs, crawling and so on.
Carrying and lifting children who are not sufficiently mobile.
Working on basic speech sounds.
Feeding the less able children at snack and lunch time.
Assisting in toileting.
Working on basic color recognition.
Calming a distraught child.
Setting up and taking down cots for rest periods.
Supervising rest periods.
Working on basic word recognition, with emphasis on safety words–stop, go, caution, danger–or social words–men, women, girls, boys, washroom, toilet.
Talking to and with the children.
Playing with the children in general kinds of play or play geared to learning special games or skills.
Assisting with musical and art activities.

Library Aide

Assisting in the supervision of student clerks–helping to set up their daily work schedules and seeing to it they are carried out.
Handling circulation routines–checking cards and renewing and checking out books.
Following up overdue and lost materials.
Typing, sending notices, opening mail and filing.
Assisting students in locating materials.
Helping to set up audio-visual equipment for individual listening or viewing.
Processing all new books including typing, catalogue cards, books, cards and pockets and placing plastic covers over dust jackets.
Processing all new audio-visual materials–stamping, cataloguing and processing filmstrips, recordings, pamphlets, etc. Notifying teachers immediately of materials of interest pertaining to their subject area, and that the materials are ready for their use.
Assisting with inventory at the end of the year.
Scanning new book lists and catalogues–typing items of interest concerning such things as new books, equipment and materials for future purchasing file.
Reviewing monthly periodicals and bulletins for items of interest, and passing on articles to administrators and teaching staff.

While the activities (and the job descriptions in Appendix B) are illustrative of the work done by aides, one wants a more systematic method for the designing of the work to be done by the aides. One approach that has been used consists, essentially, of "shredding out" of the professionals' (teacher) work the "non-professional" tasks. For a number of reasons this is a less than satisfactory procedure. It does not recognize the contribution paraprofessionals can make in the key teaching/learning process; it produces a most limited job for the aide; it does not lead developmentally to a career progression for the aid; where the aide is a minority group member it places her in a low-level job, partaking more of the qualities of a maid than an aide. An approach which is more satisfactory is that which looks at the entire teaching learning enterprise, assays the various components (activities and tasks) and develops a hierarchy of differential roles, incorporating a career progression and building upon the skills, experience and capabilities of the various staff members, and develops new roles for all parties. Among a number of techniques which incorporate such notions is the task analysis procedure developed by the New Careers Training Laboratory, New York University. (See Vivian C. Jackson, *Task Analysis*, New Careers Training Laboratory, New York University, 1971).

Task analysis is basically the process of dividing a job into its various parts, A clear description of a whole job may be developed in terms of its various parts. A completed task analysis provides the basis for significant by-products. These include:

Criteria for job selection,
Pre and in-service training designs,
Career ladders,
Job descriptions, and
Guidelines for academic courses and curricula.

A completed task analysis provides the school system with the basic information to:

Determine what jobs have to be performed to deliver quality services to the students.
Determine where and how each job is to be performed to deliver efficient and effective service.
Determine how the work being performed can be objectively evaluated against agency goals and service needs.
Determine entry and selection requirements for new agency employees and provide guidelines for training programs.
Connect career oriented skills training to basic education and other academic programs to provide meaningful, work-related education opportunities for present and prospective employees.

The power of the task analysis can be gained to its fullest only when performed under the conditions of the specific school where the work is to be performed. The following examples are meant to be illustrative (based upon real conditions) of various facets of the task analysis approach, and are not meant to be models to be adopted as is.

First, in the task analysis one identifies activities

which are (or are to be) performed and a rough ranking of them is made. Here we present three activities which could be performed by entry level workers in a second grade classroom. For each activity, we show the specific knowledge/skills necessary to perform the activity and the conditions (where, how, by whom, and with what equipment) under which it is performed.

POSITION: Teacher Aide – Elementary School

ACTIVITIES	SPECIFIC KNOWLEDGE/SKILLS	CONDITIONS
ENTRY LEVEL Teaches the formation of the letters of the alphabet in manuscript style to individual pupils and to small groups of children.	**MUST KNOW**: How to cut and display letters of the alphabet. Letters of the alphabet in and out of sequence. Difference between upper case and lower case letters. How to form letters of the alphabet in manuscript style. **MUST BE ABLE TO**: Write the forms of needed letters correctly. Leave equal spaces between words. Begin names, titles, etc. with capital letters.	**WHERE**: Quiet corner of classroom **HOW**: Give instructions to children Write letters on portable blackboard. Allow ample time for copying of letters. Provide broken line outlines of individual letters and help children to fill them in. Mount and display pictures of letters. Supervise alphabet games. Supervise children in forming letters on their own. Examine children's work and help individual children to correct simple errors. **WHO**: Classroom Teacher Teacher Aide **WHAT**: Pencils, penmanship paper, letter forms, portable blackboard, chalk, etc.
ENTRY LEVEL Teaches recognition of the alphabet letters to individual pupils and to small groups of children	**MUST KNOW**: Letters of the alphabet by the way they look in manuscript and printed forms. Variations in the sound of letters. Phonetic elements of sounds as determined by their use in words. **MUST BE ABLE TO**: Form letters correctly. Hold pencil and chalk correctly. Distinguish between similar letters – e.g. I,L, – P,F, – C,G. Recognize and sound letters and groups of letters (AKE, AY, ER, etc.) and blends (CR, FL, OR, etc.)	**WHERE**: Quiet corner of classroom. **HOW**: Shows and describes single letters of the alphabet. Pronounce name of letter presented clearly and distinctly. Encourage children to repeat the letter name. Stimulate visual imagery – e.g. "the letter A looks like . . . " Conduct drill activities to reinforce learning. **WHO**: Classroom Teacher Teacher Aide **WHAT**: Appropriate classroom aids and materials.
ENTRY LEVEL Assists children in recognition of alphabet letters in and out of series.	**MUST KNOW**: Letters of the alphabet in and out of sequence. **MUST BE ABLE TO**: Group words together that begin with the same letter. Devise and create games and exercises to reinforce letter discrimination skills.	**WHERE**: Quiet corner of the classroom. **HOW**: Conducts drill activities in recitation of alphabet from A to Z. Show single letters for recognition in and out of series. Conducts exercises – e.g., "fill in the missing blank". **WHO**: Classroom Teacher Teacher Aide **WHAT**: Letter forms Exercise sheets Flash cards, etc.

One can carry the task analysis exercise in a number of directions depending upon the goal sought. Here we take a single activity which might be performed by an entry level worker in a second grade classroom, and develop a training and education design to equip the worker to perform the activity.

TASK ANALYSIS

ACTIVITIES	SKILLS
Elicits stories from children to reinforce concept of sequence	Must know: • How to listen effectively • How to encourage children toward completion of a story • All time favorites of children's stories • How to use a children's anthology • Use of group methods to faciliate learning Must be able to: • Provide appropriate words and phrases as needed • Assist children in sticking to main theme of story • Provide guidelines to help children follow sequence • Deliver instructions clearly • Interpret non-verbal behavior • Encourage pupil participation in relating previous experiences to new concepts and principles • To devise and create simple games and exercises to reinforce classroom learning • Maintain one-to-one relationship with pupils

TRAINING COMPONENT

SESSION TOPIC	OBJECTIVES (for trainer)	OBJECTIVES (for children)	TECHNIQUES	EXPECTED OUTCOME (trainee)	EXPECTED OUTCOME (children)
Group Maintenance* Listening to and telling stories Reading aloud effectively * Denotes generic training session – Applies to several other tasks	TRAINER WILL BE ABLE TO: Encourage children to tell stories aloud, effectively (using gestures, inflections, etc.), and in sequence **Sub objectives:** • develop ability to provide appropriate words and phrases for children as needed • develop ability to assist children in sticking to main theme of a story • develop ability to assist children in following sequence • develop ability to deliver instructions clearly etc.	To be able to tell stories aloud to class effectively and in sequence **Sub objectives:** Develop ability to use descriptive words and phrases in correct sequence Develop ability to maintain listener interest Develop ability to listen and speak effectively	Demonstration Role Play Film Micro teaching Protocol Materials Peer Evaluation Supervised Workshop	Demonstrates ability to encourage children to tell stories aloud, effectively, and in sequence Provides appropriate words and phrases for children Helps children in sticking to main theme of a story Assists children in following sequence in story telling Delivers instructions clearly Exhibits awareness of and sensitivity to non-verbal behavior etc.	Able to tell stories effectively and in sequence Uses descriptive words and phrases appropriately Sticks to the main theme of a story

Continued

EDUCATION COMPONENT

RELATED COLLEGE COURSE	ROLE OF THE COLLEGE STAFF	ROLE OF THE PUBLIC SCHOOL STAFF
Children's Literature for Elementary Grades • Dramatic presentation of children's lit • Pantomine • Survey of children's lit Sociology • Sociology of small groups Child Development • Motor development of elementary age children • Cognitive development (attention span, vocabulary) • Characteristic behaviors of elementary age children (physical, emotional and social)	Planning cooperatively with classroom teacher and paraprofessional trainer Providing material, aids, and guidance in the development of course content and teaching techniques Joint monitoring and evaluation of tasks related to college course Joint review and program modification Counselling and tutorial services College credits for inservice trainers Development of laboratory courses	Planning cooperatively with classroom teacher and college staff and paraprofessional trainer Providing material, aids and guidance in the development of course content and training techniques Joint monitoring and observation and evaluation of tasks related to college course Joint review and program modification Supportive services Laboratory experiences for trainees Structured opportunity for LEA staff to be apprised of progress in delivery of the course Paid release time for trainees

Sample Job Description

We can also use the task analysis to develop a job description which tells the worker what he is expected to do, to whom he is responsible, and upon what and how he will be supervised; gives the supervisory staff a consistent description of each position; and shows each employee where he is in the agency (school), what he can learn, and where he can move.

SAMPLE JOB DESCRIPTION

JOB TITLE–Teacher Aide Elementary Grades
NAME OF AGENCY–Jackson Elementary School
SALARY RANGE–
ENTRY REQUIREMENTS–Applicant must reside within the school district and must be able to read, write, and speak effectively. Minimum age requirement is 18 years. Relevant life and work experience will be favorably assessed.

General Description:

The Teacher Aide provides assistance to the classroom teacher in the area of instruction, recreation, classroom organization and maintenance, record keeping, and home/community relations. All activities are performed at the direction and under the supervision of the classroom teacher.

The Teacher Aide assumes responsibility for maximum participation in the academic and training program which is integral to the goal of improving the quality of education for all children in the district schools.

Specific Description of Duties:

1. To assist the classroom teacher by *reviewing* and *reinforcing* lessons initiated by the classroom teacher with individual and small groups of children. Typical activities might include:
   - reading aloud stories
   - helping children to learn to count objects
   - reinforcing recognition of the letters of the alphabet, etc.
2. To prepare instructional materials and to assist in the setting up, operation and maintenance of various instructional equipment and aids. Typical activities might include:
   - operating ditto machine
   - setting up Science corner
   - preparing bulletin boards
   - operating movie projector, etc.
3. To assist the classroom teacher in necessary clerical work, e.g., daily attendance book, pupils office record, dental history card, etc.
4. To participate in weekly and long-range planning with the classroom teacher. In addition to instructional activities, such planning might include:
   - observation of special days and events
   - field trips and visits
   - school-wide activities, such as health testing, etc.
5. To supervise large groups of children at work or play to allow the classroom teacher to work with small groups or individual children.
6. To contribute to enrichment activities by utilizing special talents and abilities, e.g., art, music, needlework, dance, etc.
7. To foster greater understanding within the community by maintaining open communications with parents and other residents regarding the instructional goals.
8. To assist in implementing classroom routines such as storing of materials and aids, and the cleaning up of work areas.
9. To foster a warm and open atmosphere in all

contacts with children. To encourage them to participate freely in all activities at their individual levels of interest and ability.

10. To perform other related duties as required at the request of the classroom teacher.

Supervisory Control:

The Teacher Aide is directly responsible to the classroom teacher for the conduct and implementation of activities described herein. The grade level Team Leader confers with the aide and the classroom teacher, jointly and individually, to provide assistance where needed. The building principal has ultimate responsibility for the conduct and implementation of all activities of the total school program.

Evaluation Criteria:

Performance based criteria for this position have been developed. The classroom teacher, the Team Leader and the principal participate in the overall job performance evaluation of the Teacher Aide. Evaluations are based on direct observations, conferences, and written progress summaries. Progress and Evaluation Conferences are scheduled by the Team Leader on a quarterly basis.

Other factors considered during the overall appraisal are:

- attendance and punctuality
- ability to relate in positive ways with the children, classroom teacher, and colleagues
- creativity in the preparation and implementa-

SAMPLE CAREER LADDER DESIGN*

This sample career ladder is an illustration of the way in which activities can be selected and placed on a gradient to implement a realistic career advancement plan. While we have selected real activities for this illustration it must be kept in mind that this represents a very small segment of the total number of tasks performed in the teaching function at the second grade level.

CAREER STEP I

Job title: Teacher aide

Entry requirements: No formal educational requirements.

Activities:
Performed under full supervision and direction of teacher.

- Reviews letters of the alphabet with children.
- Introduces seasons of the year.
- Leads children in singing songs.
- Scores children's written work.
- Reviews number 1-20 with children through simple counting games and exercises.

CAREER STEP II

Job title: Educational Assistant

Entry requirements: One year in-service training plus one year of accredited college work.

Activities:
Performed at the direction of, and guided by, the classroom teacher. Continuing supervision, but less formal.

- Teaches difference between upper and lower case letters.
- Introduces weather concepts and relates them to the seasons of the year.
- Helps children to develop an awareness of movement and rhythm through use of simple musical instruments.
- Diagnoses and evaluates errors in child's written work.
- Reinforces concept of sets (groups of things) through utilization of everyday objects, (e.g., chairs) and special math aids.

CAREER STEP III

Job title: Educational Associates

Entry requirements: Two years of in-service training and two years of accredited college work.

Activities:
Conducted under the guidance of teacher. Is expected to use some discretionary skills during joint planning sessions with teacher and in conduct of activities.

- Teaches formation of letters in manuscript style.
- Plans weather displays for classroom showcases and science exhibits.
- Helps children develop the feeling of mood, movement, and story when listening to music by encouraging children to interpret feelings evoked by music.
- Plans with teacher remedial work for children.
- Introduces concept of ordinal and cardinal numbers 1-50 to small groups of children.

CAREER STEP IV

Job title: Teacher Intern

Entry requirements: Three years of in-service training plus three years of college.

Activities:
Plans and conducts activities primarily for review by classroom teacher. Joint planning activities provide opportunities for classroom teacher and teacher intern to share information and ideas.

- Teaches lessons in penmanship.
- Plans field observation trips to reinforce content of weather study.
- Helps children to express their own ideas and feelings through simple compositions and innovations on standard scores.
- Participates in conferences with classroom teacher and subject specialist regarding individual pupil deficiencies.
- Teaches basic operations and symbols for operations to small groups of children.

*Abbreviated design developed on skills hierarchy for 2nd grade level

tion of supplementary instructional and recreational games, exercises, and materials
- quality of participation in the in-service training program

Advancement Criteria:

To advance to the position of Educational Assistant the Teacher Aide must satisfactorily complete the following:

- 30 hours college credit
- first year in-service training program
- two consecutive semesters of supervised classroom work
- demonstrated commitment, empathy and expertise in working with children

The school district assumes responsibility for facilitating the successful completion of the above items. Paid released time is provided for maximum participation in the academic and training programs. Additional supportive services include counseling and tutorial services and special services where needed, such as child care, transportation, supplementary income, etc.

One can use the task analysis to build a career ladder, incorporating a successive level of responsibility for the performing of increasingly responsible activities which demand commensurate skill, training, and education and which are rewarded with increasing responsibility, status and pay.

What the previous [above] examples and illustrations are is just that—examples and illustrations designed to suggest the potential of the task analysis. Its power can be achieved to the fullest when done collaboratively at the local scene based upon the realities of those conditions.

COLLEGE PROGRAMS FOR AIDES

An October, 1970, study of college programs for paraprofessionals employed in all human service fields offers a useful report on those in education as nearly half of the programs studied were in this one field. The study revealed that the paraprofessionals performed with considerable academic success, that the colleges were making many changes to accommodate the new students, that most programs were in the field of education and of recent origin, and, while programs were at colleges all over the country, there was a clustering on the two coasts.

Among the key findings were:

Grades – 60% of the paraprofessionals did as well, and 20% did better than regular students enrolled in similar courses.

Dropouts – At 50% of the schools the rate was lower than for other students. It was the same for another 24%.

Students – There were nearly 20,000 paraprofessional students at the 162 institutions included in the detailed analysis; 84% were female.

Degree granted – 70% granted a two-year degree, 20% a one-year certificate, 10% a four-year degree.

Credits – 67% assured transfer of all credits to a four-year program. At 19% AA degree was gained in two years, in three at an additional 23%. 48% granted credit specifically for work experience.

Certification – 14% of the programs reported changes in state certification already won; another 14% were working on such changes.

Career Ladders – College programs were coordinated with employer career ladders at 92% of the programs, but only 57% reported that promotions had occurred as a result of the college program.

A third of the programs indicated that they had changed their entrance requirements. Changes included trial admissions, enrollment without a high-school diploma with or without the requirement that a GED be earned prior to the granting of the college degree, admission based upon interview, use of a committee to review all facets of an applicant's "case", "open admissions" to workers in a particular agency or under a particular federal program, lowering of grade or examination standards. That two-thirds of the programs had not changed their requirements did not necessarily indicate that they maintained standards inappropriate to paraprofessionals. For example, over half of those which had not changed their admissions requirements did not require either a high-school diploma or equivalency degree for adult applicants.

- Alaska Methodist University, in its Head Start Supplementary Training, New Careers, and Career Opportunities Program, had altered its admission requirements to accept students through an interview and approval by committee.
- Pasadena City (Cal.) College admitted students without transcripts and without testing.
- Colorado State University did not require entrance examinations; all high-school diploma and equivalents were accepted.
- Honolulu Community College had an open admissions policy for all New Careers program enrollees.
- West Georgia College had dropped its high school diploma or SAT score cut-off level for paraprofessionals.

At some colleges, whole new sequences had been developed with new courses, defined objectives, content areas to be covered, required readings, and extensive bibliographies. More frequent than new courses of study was reordering of present courses.

Among the changes were placing the job-related courses first, placing first courses of more immediate use and interest, teaching "upper division" professional courses at "lower division" level, running combined lower and upper division courses, etc.

The question of "sheltered" or mixed class composition for paraprofessionals has been a continuing issue for program designers. The paraprofessionals' "special" characteristics, needs and interests encourage classes for them alone, perhaps with the consequence of stigmatization, while a de-emphasis upon their specialness and recognition of the values to be obtained from attendance in classes with students of different backgrounds and interests leads to "mixed" classes. About a third of the programs enrolled paraprofessionals only in separate classes, a quarter enrolled them only in mixed classes, and the remainder

enrolled them in some separate and some mixed classes. Nearly 70% of the colleges gave at least some courses off-campus, frequently at the paraprofessionals' place of employment.

A central concern, of course, is how well paraprofessionals perform in the college program. Reports from individual programs, such as that at the General College, University of Minnesota, suggested that they were doing slightly better than others in the same program. The broader national study corroborated this finding. Some 20% of the paraprofessionals were doing better than those enrolled in similar courses, 60% were doing as well, and only 9% were doing worse. Similarly, the paraprofessionals' drop-out rate compared favorably with that of other students; at 50% of the institutions, it was lower, at 24% the same, and at only 9% was it higher.

Major Achievements

Successes fell into various categories: successes in the areas of program initiation and development, curriculum development and innovation, acceptance by the college of new views and admission of persons into college programs who might not ordinarily have been admitted. That is, success with the college system to accept the concept of paraprofessionals engaging in work-study programs using the college as a vehicle for career promotions and mobility.

The second area of success lay within the employer agency itself: providing released time, often with pay; acceptance of the work-study concept by agency administrators; seeking changes in state certification, etc.

Another area of success was focused around the paraprofessionals themselves: greater enthusiasm for their jobs, high motivation for improvement of job and life situation via college courses and degrees, certification, etc.; positive alteration of self-image; and high degree of success within the college situation. The college administrators wrote of their success:

Alabama University:

> "Getting everyone who had not finished high school ready to take, and pass, the GED test. Everyone has now accomplished this."

Alaska Methodist University:

> "Getting the Head Start aides into regular courses has been our greatest success as well as getting the faculty to revise their courses to fit the Head Start aides' needs."

San Bernadino Valley (Cal.) College:

> "Very low drop-out rate. Nearly all students in classes T.A. 25 and I.A. 26A are employed as aides. They are highly motivated, attend classes regularly and complete the classes."

Pasadena City College:

> "Work-study core classes have attracted approximately 1,000 non-professionals, pulled in from all over the county. To date, approximately 75 have received the "certificate" to which they are entitled upon completion of four work-study core classes (20 units; 12 theory, 8 work experience.) Once hooked on higher education, many are completing general education requirements for AA degree; some plan to go on for B.A."

University of Hartford:

> "Adults have found that they can succeed in academic work. Self-worth levels have climbed. Attitudes of faculty toward non-high school graduates and former academic failures had radically changed."

Washington Technical Institute:

> "We have funded for 200 and out of that number, 126 graduated."

Major Problems

University of Pittsburgh:

> "Special programs are like bastard children—they have no real parents and must exist in an illegitimate fashion hoping that the money for continued existence is maintained."

Roger Williams (R.I.) College:

> "Making programs known to target area residents; getting them to enroll; eliminating fears of coming back to school after many years; transportation from neighborhoods to school site; and baby-sitting for mothers."

Seattle Central Community College:

> "Attendance of those students in New Careers courses only. Providing necessary remedial work. Meeting agency expectations for transferable credit for any course a student is taking, scheduling classes on Tues.–Thurs. schedule for New Careers and in late afternoon for others. Providing the extensive emotional and tutoring support needed by students. Communities with funding and employing agencies."

Yakima Valley College, Tacoma Community College, Eastern Washington State College, Western Washington State College, New Careers for Washington College Consortium:

> "(1) Finding faculty to bridge the work and academic worlds and teach in relevant ways, (2) Working with four colleges made technical assistance and development by program staff difficult and (3) due to the fact that we had careerists in a number of fields at the same college program, courses had to be general and missed some individual needs."

A more extensive survey in the Spring, 1971, designed to produce a catalogue of paraprofessional programs at institutions of higher education, found programs at:

397 junior colleges
235 senior colleges
128 universities

The study reported that 493 of the 760 institutions of higher education offering programs for paraprofessionals did so in the field of education. By type of institution, the breakdown of those offering programs in education was:

286 junior colleges
136 senior colleges
71 universities

CREDENTIALS AND CERTIFICATION

The current situation as to legislation and licensure of aides is fluid. A number of states have legislation

regarding aides. These include California, Florida, Illinois, New York, and Ohio. Some states have licensure procedures; these include Delaware, Illinois, Iowa, Michigan, New Jersey, New Mexico, Ohio, Vermont and Wisconsin. Still others have extensive guidelines issued by the respective state departments of education regarding the qualifications, use, and supervision of aides; these include Colorado, Kansas, Mississippi, Montana, New Jersey, New York, Rhode Island, South Dakota, Washington, West Virginia, and Wyoming. With the advent of the U.S. Office of Education's Career Opportunities Program (COP), state departments of education in each state are intimately engaged in paraprofessional programs and it is likely that the survey data noted above which was collected in 1970 by TEPS-NEA, will require updating. The best source is the respective state departments of education, each of which has an official assigned as a coordinator of the COP effort in the state, as well as an official assigned to coordinate EPDA, Section B2 paraprofessional programs. (Sometimes the same individual acts as coordinator of both efforts.)

Further developments in the certification of paraprofessionals are likely to be related to developments in the broader area of teacher certification. At least sixteen states are developing means for performance-based certification of school personnel. These include California, Florida, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Texas, Utah, Washington, and Wisconsin. The basis of the effort is an identification in precise terms of what must go on to enable a child to learn, what skills and knowledges a teacher needs in order to facilitate that process, and how to measure possession of the skills and knowledge. In a performance-based certification system, no longer will persons be allowed to teach simply upon the basis of accumulating a specified number of college credits, or passage of irrelevant tests.

In Washington State, the focus has been on redesigning teacher education. Consortiums composed of representatives of professional associations, school personnel, parents, and colleges and universities are engaged in framing new programs and recommending standards against which performance can be assessed. Performance standards were adopted in 1968 for school support personnel—including counselors—and it is hoped that plans for all staff levels will be completed by the fall of 1971. Here the emphasis is on involvement at the local level. Each consortium is to recommend standards to be applied in programs within a specific locale. Once the plans are approved, the state function will be to monitor programs to insure fulfillment of the standards set. The essential ingredient is to change the role of the state and shift the responsibility for developing criteria to the local level, thereby allowing considerable leeway to individual colleges and local groups and counteracting customary pressures for uniformity. The expectation is that without any across-the-board state requirements, training and certification standards will be more responsive to local needs and far less resistant to change. The state will certify all personnel in three stages—preparatory, initial and continuing—to insure the involvement of all related agencies throughout the career of school personnel.

Minnesota, with a tradition of program-approval based certification, is also modifying the state role, shifting it from a regulatory to an enabling function. The state will make available the training local needs require. Competence is viewed as a management decision, best determined at the local level. Program accreditation task forces are composed of local representatives of all interested parties including members of the local community. Major changes in certification, both in form and in content, are underway. Life certification was abolished by an act of the Legislature in 1970. Current (mid-1971) plans envision two types of certificates—entrance and continuing—with the latter to run a maximum of five years. Committees in each school district, composed of professional and community representatives, will recommend candidates for renewal. A state committee will coordinate local activity and set such broad standards as evolve out of local training plans. It is anticipated that new legislation will require, for example, that all teacher training institutions offer a human relations program in conjunction with community groups, show a plan to develop and evaluate specific competencies and design a program of self-evaluation. Performance-based criteria, it is hoped, will open promotional sequences beyond the usual single hierarchy, permitting flexible horizontal and vertical career patterns. Ultimately, all distinctions in title and rank will be functional, and such arbitrary distinctions, as for example, the difference between paraprofessional and teacher, now reflecting formal education, will disappear.

In New Jersey, sixteen statewide task forces, each composed of school administrators, teachers, representatives of higher education—including schools of education and other related academic fields, curriculum specialists, and measurement and evaluation specialists—focus on different teaching areas. The task forces are supplemented by advisory committees composed of representatives of the schools, civic organizations and the community, to assure backing for their recommendations. While current action is limited to initial certification, similar studies will be conducted for all job levels within the schools. The intent is to free certification from dependence on any single form of preparation, permitting assessment of pertinent skills developed in any relevant training or experience—the Peace Corps, Vista, or community work. The timetable calls for field testing of new criteria by the fall of 1972 and formal institution the following summer.

The idea that people should teach depending upon what they demonstrate they can do, and not what courses they may have taken, is straightforward and logical. However, there are likely to be many constraints to rapid adoption of performance-based certification throughout the country. There are technical problems in both the specification of the work done by the teacher and the skills and knowledges necessary to do it, and even greater problems in assessing the skills and knowledge. There is the fundamental issue of whether to certify based upon what the teacher candidate demonstrates he can do (input analysis) or what effect it has upon the pupil (output

the program's participants; and the community of which the school is a part. It may also seek participation from area or state education agencies, other educational personnel training programs, and from community programs such as an Elementary and Secondary Act Advisory Committee, a Head Start Career Development Committee (particularly if there is a Head Start Supplementary Training Program), a Community Action Agency (anti-poverty) Board, or a Community Development Agency (Model City) Board.

In addition to such a Board, the requirements of operating the program will require close collaboration between college and school. Joint task forces, committees, work groups, etc., are likely to be necessary.

ORGANIZATIONS AND ASSOCIATIONS

Both major organizations of teachers, the National Education Association (NEA) and the American Federation of Teachers (AFT), have increasingly given support to the employment of teacher aides. The NEA, by resolution of its general body in 1968, has urged "local school systems to provide classroom teachers with a supportive staff"; the Association of Classroom Teachers, NEA's largest division, similarly focused on relieving teachers of non-teaching duties and urged in 1968 local associations "to become involved in the development of personnel policies for their (aides) employment and guidelines for their roles and responsibilities". The Teacher Education and Professional Standards (TEPS) Commission, [first under Don Davies, now Deputy Commissioner, U.S. Office of Education, and now under Roy Edelfelt,] has given significant leadership, held conferences, issued papers, and so forth; and a 1970 NEA Task Force on Paraprofessionals gave increased attention to the direct contribution they could make to children's learning.

The AFT at its 1968 convention passed a resolution supporting the employment of paraprofessionals for the special contribution which those from disadvantaged backgrounds could make toward the education of children from these same communities, as well as one which focussed on the relief of classroom teachers. And the AFT's Quest Program, its professional education arm, has given significant attention to the utilization of paraprofessionals.

Both the NEA and the AFT have, in addition to expressing support for the utilization of paraprofessionals, sought to organize them in the local bodies. The NEA Task Force recommended and the Association approved (1970) a provision whereby paraprofessionals may join state and local associations with all rights and privileges of the Association, except those of holding office in the Association and representation in the Representative Assembly. On the other hand, in the AFT there are no restrictions on membership rights for paraprofessionals. The largest group of organized school paraprofessionals are members of the United Federation of Teachers, whose contract with the New York City Board of Education includes a guarantee of 46 weeks of annual employment and released time for college attendance.

In addition to membership in NEA and AFT, paraprofessionals have also organized associations of their own; in some communities, as in Tacoma, Washington, they have won bargaining rights, while elsewhere they participate both in their own association and an NEA or AFT affiliate. Additional organizations that have related programmatic interests are listed in Appendix C.

SOURCES OF FINANCIAL SUPPORT

As noted above, the great surge of aides came with the implementation of the Elementary and Secondary Education Act and the Economic Opportunity Act. While the federal sources have been crucial, it is impressive that school districts have invested heavily their own locally raised funds in aide programs. An NEA study found that across the country, 18% of the paraprofessional programs were funded through state and local funds alone. And a 1970 study, conducted by the Ohio Education Association, reported that 55% of the paraprofessional programs in the state were supported by state and/or local and federal funds; and fewer than 20% by federal funds alone.

In addition to state and local funds, the key federal sources of funds for aide programs are:

Elementary and Secondary Education (ESEA) Act–Titles I, II, III, V, VII, and VIII all can support aide programs.

Education Professions Development Act (EPDA)–Particularly section B-2 and D which includes the Career Opportunities Program (COP).

Vocational Education Act

Economic Opportunity Act (EOA)–Under Title II A through local community action agencies (CAA's); through the Labor Department administered Public Services Careers Program (PSCP), especially Part C, New Careers, and the Neighborhood Youth Corps; and the Office of Child Development (OCD) administered Head Start and Follow Through Program.

Model Cities Supplementary Funds

Many other federal grant-in-aid programs, while not designed and/or directed to support paraprofessional efforts, permit such uses. For example, most federal aid programs to local school districts could be used to employ and/or train aides. Also, programs such as Community Mental Health, many programs of the Social and Rehabilitation Services, various of the National Institute of Mental Health programs, several of the titles of the Social Security Act, all offer services to school-age children and permit (and often encourage) the utilization of paraprofessionals.

In addition to funds directly available to local education agencies, funds are available directly or indirectly to institutions of higher education for the training and education of aides. These include ESEA, EPDA (including Teacher Corps, as well as B-2 and COP), EOA (including Head Start Supplemental Training), PSCP, Model Cities, and Titles I and II, and IV of the Higher Education Act. Further, efforts such as are here proposed need to be built into the area and state Vocational Education plans and, where appropriate, into the local and state CAMPS (Comprehensive Area Manpower Planning System) plans.

analysis.) There is the danger that focussing upon measurable skills will lead to an over-emphasis on specifics and to ignoring broader learnings. There are various groups whose interests may be (or they may feel to be) threatened—teacher training institutions, teacher certifying agencies, teacher unions and associations if they see it as a way to question their members' qualifications, etc.

While different from performance contracting, voucher systems, and community control drives, performance-based certification shares with them a grounding in discontent with the way things are now done in the schools, a focusing on the specifics of what must be done, and the need to enlist a constituency of support which includes those served by the schools, those who offer the services, as well as the community at large.

FACULTY

The special design of the program we have proposed with the heavy emphasis upon connecting theory and practice requires a special type of faculty member who can integrate the two. An essential feature of this program is the awareness of those at the institution of higher education of what is happening at the local education agency. This can occur as a result of the college teacher spending significant portions of time at the school, through close contact between the college teacher and the cooperating or supervisory teacher at the local school, and through the opportunity for the college students who are themselves engaged at the local school being free (indeed being encouraged) to bring to the college classroom their experiences in the public school.

The national study of college programs for paraprofessionals described above found that greater emphasis was placed in the recruitment of faculty for these programs upon ability of the faculty member to "relate" to these students.

- Alabama A & M sought faculty who could ensure "student-oriented" classes.
- Alaska Methodist University placed less emphasis upon degrees.
- The University of the Pacific (Cal.) said that academic requirements for faculty in these programs have not been reduced but practical experience is also required for faculty in these programs. Similarly, the University of Hartford said that "ability to relate" is stressed in addition to regular qualifications.

A number of designs, some adopted from other human service fields, others from teacher training efforts, still others from existing paraprofessional programs (particularly the Career Opportunities Program), offer models for the staffing of the program proposed here. College professors need to take on some of the characteristics of clinical professors, seeing in the practice site and experience the substance of his teaching. Persons from the public school can be added as adjunct faculty members of the college. The public school teachers in whose classroom the aides work (either as paid paraprofessionals or as part of a practicum) must be enlisted as a part of the college's instructional team meeting with the full-time faculty members, receiving some of the prerequisites of college faculty status, and most important, receiving training in how to be a trainer/instructor of another adult.

The training and preparation of teacher trainers is a central issue. As we seek a new type of teaching in the public school classroom, and for it we seek differently trained teaching personnel, so we require a new type of training, experience, and style from the teacher trainer.

Ability to connect and integrate theory and practice, work and the academic, is of course central. So, too, is the capability of the college teacher to use the techniques and methodologies which are desired in the teaching to be done by his students. These include techniques such as the student learning through teaching, the use and management of the group, role-playing simulation, etc. Also, interdisciplinary approaches as well as the use of alternate staffing patterns (teams, differentiated, etc.) would be desirable.

Considerable experience has been developed in efforts such as the Training of Teacher Trainers (TTT), The Career Opportunities Program, the work at various Schools of Education, the activities of the TEPS Commission of NEA.

FACILITIES

At a minimum, teacher aide programs need only the most basic classroom facilities. Regular college classrooms would, if necessary, suffice. However, there are a number of features which would facilitate the program. These would include: classrooms large and flexible enough to allow for group exercises, role play, rearrangement of chairs, etc.; a room with a one way window so that observation would go on without disturbing a class; a video-tape system (VTR) so that sessions could be taped and then replayed.

As it is desirable that some of the college course sessions be conducted at the public school, appropriate facilities would be necessary there. Again, at a minimum, any large room—classroom, cafeteria, conference—would be acceptable. Rooms with one-way windows for observation or a VTR system would, of course, be most helpful.

In addition to the classroom facilities at the college, the college would need appropriate library facilities, books, audio-visual material, professional journals, access to data dissemination systems such as ERIC.

ADVISORY COMMITTEE

One of the criticisms of teacher training programs has been the separation of the training institution, the college, and the user agency, the public school. An advisory committee is a way to narrow that separation. And, a program such as proposed here, requires the closest linkage between college, public school, and the large community. The exact size, composition and structure of an advisory committee will, of course, vary from place to place. But one can anticipate that an effective group would have representation from: the college—administration and faculty; the public school—administration and faculty;

COURSE REQUIREMENTS

FIRST SEMESTER	HOURS PER WEEK Class Hrs.	Lab Hrs.	Study Hrs.	Total Hrs.
School and Community	4	16	8	28
Instructional Media	2	4	4	10
Communication Skills[X]	3	-	6	9
	9	20	18	47
SECOND SEMESTER				
Curriculum Methods	2	6	4	12
Psychology: Child Development	2	6	4	12
Language Arts Skills for Children	2	6	4	12
Sociology: Community Development[X]	3	6	6	15
	9	24	18	51
THIRD SEMESTER				
Teaching/Learning Methods	3	12	6	21
Mathematics Skills for Children	2	6	4	12
Communication Skills[X]	3	-	6	9
Liberal Arts Elective[X]	3	-	6	9
or				
Tests and Measurements[XX]	3	2	6	11
	11	18/20	22	51/53
FOURTH SEMESTER				
Sociology: Human Service Issues[X]	2	8	4	14
History: Community History[X]	2	4	4	10
Libraries as a Learning Tool	2	4	4	10
Liberal Arts Elective[X]	3	-	6	9
Liberal Arts Elective[X]	3	-	6	9
	13	16	24	53

[X] **Courses which may be considered toward an institution of higher education's general education or liberal arts requirements; approximately 42% of the total hours are devoted to these courses.**

[XX] **Those students more interested in the two-year degree and an increased vocational orientation may wish to take this course instead of the elective.**

Brief Description of Courses

School and Community

A course which focuses upon the relationship between school and community, the roles of each in the education of the child. Special attention is given to the role of the teacher aide.

Instructional Media

A course which introduces the student to various instructional media and explores and practices their application, appropriateness, and means of utilization in varying situations.

Communication Skills

A course which enables the student to gain mastery of reading, writing, speaking, and analysis skills. The student will become familiar with various writing and speaking styles, and tools of analysis.

Curriculum Methods

A course which will familiarize the student with methods of selection, construction, presentation and evaluation of learning material. Students will observe the implementation of curriculum and themselves develop and implement specific teaching materials.

Child Development

A course which will familiarize the student with various theories of development as relates to the physical, intellectual, social and emotional growth of the child.

Language Arts Skills for Children

A course which will introduce the student to the basic theoretical perspectives and practical applications in the areas of reading, writing, and speaking.

Community Development

A course which is designed to develop an understanding of current concepts and theories of community development, community organization, roles of citizens, forms of social intervention.

Teaching/Learning Methods

A course which will familiarize the student with general teaching/learning designs designed to enable him to choose among a repetoire of methods and techniques appropriate for the specified instructional goal and student population.

Mathematics Skills for Children

A course which will familiarize the student with the basic theoretical perspectives and practical applications in contemporary mathematics.

Tests and Measurements

A course which will expose the student to the purposes, forms and limits of assessment and evaluation, enable him to see evaluation as an integral part of the teaching/learning process.

Human Service Issues

A course which will enable the participant to gain a cross-sector vision of the human services, to see their areas of commonality and differences, and to understand the interrelationships between and among them.

Community History

A course which will familiarize the student with the history and background of the local community, and to know its values, mores, customs, and styles.

Libraries as Learning Tools

A course which will familiarize the student with the resources for children's learning available at the school and local library, and to enable the student to facilitate that learning.

ISSUES IN COMBINING THEORY AND PRACTICE IN TRAINING TEACHER AIDES

General Considerations

Two basic features should characterize training of teaching staff. First, theoretical training cannot be separated from practical experience. And, second, the mode of training must express the mode of practice sought, or as the aphorism has it, "Teachers teach as they are taught, not as they are taught to teach." These principles are appropriate for the training of all levels of teaching staff. Indeed, as we see the various levels of teaching staff as part of a continum, the principles are applicable whether one is training teachers or paraprofessionals.

A third general feature of this curriculum is its grounding in the work to be done by those involved in teaching of children, and the activities supportive of learning. Various efforts are underway attempting to identify with precision the skills (competencies) necessary. While far from definitive, this effort to clarify the real skills required to teach is a positive step moving, as it does, away from the "taking of courses" or the "development of attitudes" and toward definable and measurable behavior. The present state of the art does not allow for precise or exhaustive listing of all the competencies involved, to say nothing of the measures necessary to assess them. What can be done, however, is to identify the types of activities in which teachers engage and design the training to develop competencies to perform these activities.

The curriculum is designed to focus on the real skills required to teach, combining theory and practice, in a form which reflects the type of teaching being sought; in short, an isomorphic design. Kevin Ryan has proposed a training design based upon an analogy to the training of airplane pilots, a model which focuses upon the actual skills necessary, allows for the gradual developing of a repertory of skills and a background of experience in observation and practice before the solo flight. (One may note that jet pilots are trained in 18 months). A phased approach to teacher aide training should include.

1) Carefully structured observation both of classroom lessons *in situ* and of selected video tapes chosen to demonstrate specific aspects of teaching-learning situations.

2) Use of role play, simulation and other "protected" situations for the trainee to try out techniques, procedures, etc.

3) Teaching in controlled situations such as one-to-one tutoring, small groups, micro-teaching. Each of these shares the opportunity for maximum feedback, the opportunity to try out specific skills, a short controlled situation which can be repeated, and development of an individual style.

4) Taking on the instructional responsibilities on a phased, supervised basis for an entire class. Corresponding to the present "practice teaching" phase, the trainee in this model approaches this level of responsibility with a *background of skills and experiences far* superior to that of the normal practice teacher. Further, theory can more effectively be built upon the experiences in the classroom.

At present, certification occurs at the end of practice teaching and, with it, training ends. Again, Ryan's airplane pilot analogy offers help. Just as the pilot undergoes continuous training to sharpen old techniques and to learn new ones, so, too, must the teacher be continuously in training in new techniques and procedures following the four steps of controlled observation, simulation, controlled practice, and solo. And, as with the pilot, perhaps certification should be based upon maintenance of continuing competency.

This system calls for an ongoing assessment of the training program itself. Thus, a network of information is required which covers the training of the aides, the effect upon children of their work, and which leads to a revamping of the training, as called for by its impact in practice.

Participatory Simulation

If modern training is to avoid the limits of the academic classroom as the major mode of instruction and the prolonged character of on-the-job apprenticeship, it will have to find a new central dimension. We believe that simulation, which of course is used in a good deal of skill training such as that of the airplane pilot, should be a central feature, a key mode around which training can take place.

In the training of teachers or paraprofessionals classroom situations are simulated in which a number of trainees play the roles of children and one individual plays the role of the teacher or aide. Various problems are role played or simulated: for example, some of the people playing children may act disruptive or difficult and the "teacher" or "aide" then practices various ways of dealing with these disruptive children. At first she may tend to try out fairly standard approaches such as punishing the disruptive child or bribing him by giving him a special assignment or taking him to the principal's office or asking to see his parents and so on. The group as a whole then discusses what has occurred in the simulation to see if it could be done differently, what other approaches are possible. The group collectivizes its experience and brainstorms the problem at first suggesting other specific things that many of the teachers or aides may have actually done and then moving more and more to possible things that could be done. The instructors in the situation introduce some new ideas: Could the problem be dealt with by dealing with the group as a whole and not with individual disruptive children? Should a teacher or aide change the lesson and try a different approach? Should the group as a whole, that is all the children, discuss problems of discipline in the school? Perhaps the activity of the class could be changed and a new activity introduced at a point where a number of youngsters are becoming disruptive? Perhaps even the disruption is an indicator to the teacher or aide that the lesson is not effective, is not contacting the youngsters? Perhaps many indirect approaches such as changing the seating arrangement of the classroom might be effective in changing the whole atmosphere?

Then the participants try out the various new approaches that have been suggested. They may actually change the seating structure of the classroom and see how it feels differently when people are seated around in a group than when they are in the standard rows and files or they can move the chairs back further to be further away from the center or move them close and see how that feels. That is they actually do the problem and the proposed solutions.

In this situation, teachers and aides slowly develop extended awareness of what could be done in the classroom situation and actual practice in doing some of the problems. From this they begin to carve out an expansion of their style. Each will probably select some very different approaches from a large range of possible suggestions that the group comes up with. She fits these suggestions to her particular style, her approach and her repertoire is expanded. In doing the actual role playing or simulations, the teacher or aide gets feedback, a mirror on how she looks and what is effective and what is not and what the difficulties are. Someone else in the group may actually play her. With more advanced technology, it is possible to video tape the simulation so the trainee can get a direct look on video tape of how she behaves – a full mirror, so to speak.

Then, of course, the teachers and aides take back their new learnings and practice them in the actual classroom. Some things will work very well but there will be other problems that were not anticipated and then they bring these new problems back to the simulational sessions for further discussion and the development of new approaches for solving the unanticipated problems.

The use of simulation is particularly appropriate to the training design we seek because it allows for the combining of a number of features. The use of simulation (incorporating and expanding to include such techniques as role-playing, micro-teaching, and similar techniques) enables the development of specific skills with training moving from single and simple techniques to the integrated and complex, and even to positive overtraining. Further, the use of simulation facilitates the trainees learning from each other as opposed to a model which places the professor in the role of sole dispenser of knowledge. Also, simulation (when combined with techniques such as micro-teaching) more than either the college classroom or traditional audio-visual media emphasizes the real world of practice.

Perhaps we can make the point more strongly by describing the merits, as we see them, of simulation. The teacher of paraprofessional has the opportunity in a protecting, permissive setting, to observe and try out a variety of real life problems without real life consequences. Most teachers, for example, do not have the opportunity in the classroom to experiment with different techniques, practices and approaches to tackling classroom problems; the risks are too great that any one method may produce disastrous results. Consequently, the teacher does not even mentally explore a variety of methods but rather very quickly seeks to develop something that works at least at a minimal level and then becomes the way the individual deals with the problem. The particular way is frozen and becomes a rigidified part of the teacher's style forever. On the other hand, in simulation the teacher or paraprofessional in training not only has the opportunity of seeing a great variety of approaches but can actually begin to use some approaches in a situation which is relatively easy at first, and thereby build up coping skills which can then be applied as the situation is made increasingly more difficult. The teacher or paraprofessional not only learns and sees and tries out a variety of approaches, but also has the opportunity of exploring his own style which hitherto had been restricted by having immediately to cope with the life in the classroom.

By combining simulation with an "experience-based" or inductive curriculum, the advantages of systematic classroom instruction come into play. The traditional curriculum involves a professional functioning in a "deductive" model where he presents the basic ideas first, has the students react to them, and perhaps, attempt to apply them in practice, if possible. The professor and his material is central in this design. In the experience-based curriculum, the experience and the phenomenally felt problems become central and the professor has to apply or develop ideas, concepts, and curriculum around these experiences. The simulational model combined with the inductive curriculum allows for the best integration of skills and knowledge so that the resultant product – the human service practitioner – is not simply a skilled technician, but rather a true professional for the essence of a professional is the integration of system-

atic knowledge and skill; either without the other is highly limited.

The design we propose shifts the focus of instruction away from both traditional academic classroom instruction, on one hand, and on-the-job trial and error, on the other.

One of the problems which face the service systems is the inability of the practitioner to understand the perspective of the recipient. Thus, encourage the use of role reversal wherein the participants take on, in a role-playing situation, roles opposite from their own, so that the teacher or paraprofessional in training can see what it means to be a pupil.

Rather than training which sees learning as only a function of teacher to student transactions, we propose training which sees, in the group of trainees, a resource for training of each other. Thus, we see the value of such techniques as learning through teaching –whereby in teaching someone else, the trainees themselves learn. Also, we see value in bringing together trainees of different backgrounds, life histories, and perspectives so that each may gain from the exposure to others. For example, in the training of paraprofessionals, it is extremely important to utilize training designs which allow for the professional and the aide to learn from each other.

Related to cross-socialization is the participatory dimension of training. Here we have in mind the notion that the service should be responsive to the consumer. Since we want the teacher in the classroom to be responsive to the pupil, we must insist that in the training the teacher be responsive to the trainee and that the training be responsive to the trainee's needs including their perception of those needs. Also, there is the notion that knowledge is not the sole preserve of the instructor, but rather comes also from an interaction between the instructor and the trainees and among the trainees themselves.

One of the characteristics that flaw human service systems is their parochialism –people's problems, indeed their very bodies, are parceled up to suit the service system. Since people's problems are interconnected and since they are rarely arranged to mirror the structure of agencies or the disciplines of professional fields, the training must, in a number of ways, be comprehensive. As we want teachers to be aware of both the cognitive and affective domain, so we must include and connect the two in their training.

The modern simulational centered training design that we are proposing leads to much more rapid development of the trainee and his skills and knowledge which are carefully pinpointed. It is a skill centered curriculum with knowledge built around it. It is a curriculum based upon a careful task analysis of what the trainee needs to do the job and a developed job description of what the new work will be like, rather than simply an imitation of what the existing teacher does. Moreover, the new professor or trainer is [himself] trained as a trainer.

The current era in which accountability to the consumer becomes more central and accessibility to the skills on the part of new populations on a large-scale basis is on the agenda, leads to the development of new kinds of training for the production of new kinds of services, by new kinds of workers. The character of the service has to be defined much more clearly– the school's personnel must deliver an effective product, the children must learn and there must be a rapid visible leap in their training. Old teaching methods cannot deliver this product, the teaching role must be re-defined and reorganized, training must be directed toward fashioning this new role in a highly accelerated fashion. It is out of this that a new training model emerges that can train trainees faster and produce services better; it is attuned to the new consumer and the new worker.

The Public School Classroom As a Teacher Training Site

The central feature of this curriculum for the training of teaching personnel is its grounding in the experience of the school. What may have been seen as a problem, the designing of a course of study both for those who are presently working in the schools as paraprofessionals and those preparing to work in the schools, is easily (and necessarily) resolved by developing ways for each to participate both in the world of the schoolroom and the world of training. The basic locus of the training will be at the nexus between public school classroom and higher education classroom. Such a training design requires a much closer collaboration between school and training institution, a closeness that has been growing in a variety of ways and which needs further to be accelerated. Institutional devices need to be developed which allow for movement of personnel from college to classroom ("clinical professors" in the medical model) and from classroom to college ("field faculty" in the social work model) and from community to both and visa versa.

It is neither prudent nor wise for a curriculum designed at one place and time either to be prescriptive or proscriptive. Rather, within the broad framework so far delineated, components of possible models will be put forth with the clear recognition–indeed hope– that persons using this document will revise and shape it to the peculiarities of their own situation. An additional set of factors must be considered, namely, the differing jobs to be done by paraprofessionals in the school: one study found some 180 job titles in the education field alone among paraprofessionals attending college. Some will have primary responsibility for learning/teaching activities and others in guidance, etc. Also, aides will be operating at differing grade levels–pre-school, elementary junior high, and high school. The basic approach of grounding the training in the experience of the work, training as we would have the trainee teach, and focusing on the activities of the worker is applicable to all fields and levels.* And the basic corpus of the training design can be used by all. Where branching or alternative courses are necessary, they will be noted.

*However, primary attention will be given to training for those who will work in the area of instructional activity in the elementary school as this is the area where most paraprofessionals in education presently work and are likely to work in the near future. The extent to which an institution of higher education will be able to offer course sequences for those preparing to work at varying levels in differing activities will depend upon both its resources and the practices of the local school systems.

The suggested curriculum [course of study presented below] is designed to train teaching staff for schools. Thus, it is the "professional" or "vocational" courses that are stressed as contrasted to the more general liberal arts. To the maximum extent, *the curriculum [course of study] is designed to produce a person capable of teaching regardless of the details of degree requirements of a particular state, regulations as to which courses may be taught during his first two years or second two years, or of licensing regulations of a given agency.* Where the meeting of such requirements and regulations is important, the individual institutions will want to adjust the proposed design to meet their needs. Thus, if there is special concern regarding transferability to a baccalaureate program, sufficient number of liberal arts and general education courses will be required in the first two years. At most colleges, this will range from forty to sixty percent of the sixty to sixty-five credits required for an associate degree.

The key feature of the proposed design is for the participant, at one and the same time, to be a student in the college course and a worker in the public school classroom. Thus, the classroom can become a "laboratory" or "clinic" to the work of the course. Unlike the undergraduates in a traditional teacher training program who has to "preserve" what they learn for the several years between the college course and when they actually become a teacher, the participants may be able to apply what they learn in the college course the next day or week in the public school classroom where they work. Similarly, unlike the traditional teacher in training who, in the "practice teaching" phase, usually comes to the public school after the year has begun, routines established, norms set, procedures developed, the participant in this design is there from the very beginning of the year and has a chance to be a partner in the developments of the class–its tone, norms, procedures, etc.

These putative advantages for the participant can be translated from opportunity to reality only through a cooperative relationship established between the college and the public school. While the college will take the lead role here, the participation of the school, particularly of the teacher with whom the paraprofessional works, is essential if the design is to be fully developed.

The potential advantages of the model proposed here, of course, can be mitigated or even negated in many ways. The most serious, perhaps, is the possibility that the students in the public schools will come to be seen as "teaching material" for the teachers in training, as too often patients in teaching hospitals are seen by doctors in training. Another potential danger is that with the proposed shift away from reliance upon an academic classroom focus, the program may degenerate into little more than an on-the-job training program, now lacking in theory as earlier designs lacked in practice. Or, where the program establishes seminars or other devices to discuss and reflect upon the experience of practice, there may be a lack of strategy and methodology for moving from individual problems to the development of new practice. What is involved here is the central issue of the capability and training of the "clinical professor", who [he] must be able *both* to respond to the immediate problem *and* to lift the discussion to broader conceptualization and theory.

Training Techniques

For the college student who is a paraprofessional working in the school, the opportunities which this exposure presents are already available. For those who are "regular" undergraduates, arrangements must be made so that they may spend approximately twenty hours a week in the public school. Such an arrangement will be new for many institutions, both college and public schools, However, there are advantages to both. For the public school, there will be new manpower to perform increasingly responsible roles and to allow for increasing individualization of learning for the children, both through the freeing of teachers from peripheral tasks and allowing them to concentrate on the central teaching/learning work, and from the individual attention given to children by the participants. For the college, its students will have the benefit of immediate relevancy, and opportunity to observe, see, test, try out in the real world of the public school classroom the academic learning of the college. And, for both school and college, in the longer run, such a relationship should allow for the development of more effective training systems and designs for educational personnel leading to the more effective and powerful learning of the children. In addition to this "laboratory" approach, there may be advantages to the trainee experiencing full-time employment–perhaps this can be accomplished in the summer.

The implementation of this design can be seen best in a concrete illustration. A topic in the training, such as reading to a group of children, can begin at a number of different points–with a description by the college professor, a reading assignment, a film or other vicarious presentation, a directed observation of a public school classroom. Both the viewing of the film and the observation of the class can be focused with the use of check lists, detailed attention to individual children or particular techniques of the teacher's. Following a discussion of the observation, the participants can then try out the techniques involved. They can next try it out themselves using role play, alternating playing the teacher and the children with other participants observing and commenting. If video tape is available, these sessions can be taped and later observed. The role plays can be interspersed with structured classroom observation for verisimilitude and further simulations.

It is important that participants not simply mimic the style of the professor or the classroom teacher whom they observe, but rather use these and other observations to develop their own style. In fact, one of the advantages of the phased developmental approach suggested here is that participants can develop varying styles rather than quickly becoming locked or frozen into a single procedure. Having begun to develop a mastery of the techniques in the simulation and role play (The "Link Trainer" stage in Kevin Ryan's pilot training analogy), the participant can then try them out with actual children in

the classroom where they work. Initially, this can be done on a phased basis involving only a few children and/or for a short period of time and/or with the teacher close at hand to help out. Gradually, the complexity of the situation can be increased. And--this is the critical use of the design with the participant simultaneously both a classroom worker and college course student--the participant can bring back to the college class the issues and problems [he] encountered, get reaction from fellow class members and the professor, perhaps try a role play to allow others to observe how [she did] it was done with the children and/or to try out alternate ways of doing it. The use of video tape would be helpful (although not essential) both in recording the paraprofessionals work in the public school classroom and in the role playing sessions. There can be a continuing interplay between the trying out of techniques with the children and feedback and adjustment developed in the college work. The work of the classroom can be of increasing complexity as the paraprofessional works with larger groups of children, over longer periods of time, with less supervision and assistance. And the level of complexity can be increased even further in the role plays and simulation of the college course to the point where the participant is "overtrained", that is, encounters situations beyond those normally found in the classroom.

This procedure is, in several ways, different from present college methods courses. The role of the professor is far less didactic and involves more the clinical--seeing behavior (the technique used by the paraprofessional), being able to analyze it, and to recommend more effective techniques; and to add theory to the experience of practice. Also, as the classroom where the aide works is an integral part of the training setting, the professor must know about the work which goes on there from observation and consultation with the classroom teacher. And the other facet of this new use of the public school classroom is that the teacher there becomes a partner in the training of the participant. This is not just the casual and hit-or-miss training of the traditional "OJT" but a much more structured and planful activity. Just as the college professor needs to know what is going on in the school classroom, so, too, the classroom teacher needs to know what is going on in the college course from consultation with the professor and personal observation.

Work Experience

The model proposed is a linked work-and-study design. Thus, it does not offer credit for work experience or the classroom study as such. Rather, it makes the work in the public school classroom an integral part of the college course-work. The two are seen as inseparable, a linking of theory and practice which goes beyond the mere additive toward the synergistic.

A problem is present, however, where persons have already worked in a classroom or done study of the theory prior to enrollment in the college program. Here we see a recognition that college credit and college degrees are not (or at best ought not) be granted for serving a specified amount of time or "taking" particular courses. Rather, and this is particularly true as relates to those courses designed to prepare persons for work in schools and other human service agencies, the emphasis should be upon knowledge acquired, skills mastered, insights gained, perspectives achieved. If a college student can demonstrate such achievement in terms of the course(s) objectives, procedures should be established to grant credit as such.

Linking Work and Study

An assumption is frequently made relating to the learning opportunities available to those teachers in training as a result of their working in the public school classroom. While presence of the participant in the classroom may be the prerequisite to learning from experience, it is not by itself enough. In fact, the work the participant does may divert him from the learning opportunities. We must go beyond the mere "contact" stage. It is necessary, therefore, to be conscious and aware of the need to make the time in the classroom productive for the participants. There should be time for the participants to observe in the classroom both their [her] own cooperating teacher, as well as others.*

There needs to be time for the participants and the teacher with whom they [she] work to meet together, to plan, to allow the participants to discuss with the teacher the reasons and bases for using particular techniques, procedures, practices. So, too, time is necessary for reflection, consideration of theory.

A second aspect of using the participants time in the classroom effectively is connecting it with the college course work. The college's faculty, particularly those teaching "methods courses", must know what the participant does in the public school classroom. These faculty members should know what the participants do in the public school classroom; they should have opportunities to visit the participants in their classrooms; participants should see the college classroom as a place to share the experiences, problems, issues of their work experience.

Conversely, those at the public school should know about what is happening at the college. Particularly, this should include cooperating teachers. Just as the assumption that it is the mere presence of the participant in the public school classroom that is sufficient for learning to take place from that experience is of limited validity, so, too, is the assumption that merely informing the classroom teacher of the participants' college program will enable the teacher to be an effective partner in the training/education of the participants. In addition to providing information about the college programs to the cooperating teacher, there should be specific training sessions for those teachers.

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*If [the] paraprofessionals are [is] to gain the capability of teaching in varying school settings, procedures are necessary to assure exposure to situations other than the single school where [she is] they are working. Among the ways to expand their [her] horizon is the careful use of the college classroom where the professor consciously seeks to introduce a broad range of materials, [himself], in readings, guests, films etc., in addition, there should be a chance for observation (if not actual work) in other school settings.

These could be a part of a school district in-service program, conducted by the college, the school district itself, or some combination of these. The teachers should both be assisted in attending these sessions (through released time, for example) and should be rewarded for participating through such means as school district in-service credit, other forms of professional recognition, granting of credit towards a post-baccalaureate degree, as well as pay.

In addition to special training for the teachers with whom the paraprofessionals will work, opportunities should be developed for the co-training of these teachers and the paraprofessionals. In addition to the new knowledge, skills and insights each will develop, there is also the value of the cross-socialization which can take place in such settings. The School and Community Development, and The Community History courses described in the curriculum [below] may specially lend themselves to these goals.

The model which is suggested here is a part of the design which sees a shared role for the college and in the public school training/education of the participant. What is being put forth here can have important effect upon traditional teacher training programs giving greater strength to the relationship between the teacher training institution and the public school, between the college's faculty, its supervisor of practice teaching and the public schools' principals and cooperating teachers around more effective experience for the practice teacher.

CURRICULUM OVERVIEW

The curriculum proposed here is experienced-based and has multifacets designed to provide the participant with broad knowledge, skills, experience, and insight toward the ends of:

1) understanding the paraprofessional's role in affecting professional practice and performance, the children and their learning, the community and its interrelationship with the school;
2) being more aware of the present and potential relationships between community and school, the factors which mitigate against effective connection and the factors which can contribute toward effective connection;
3) having insight into the nature of the teaching role, the teaching/learning relationship and the roles in that relationship of school and community, and teachers, aides, and children.
4) being aware of the nature, history, values, mores, structure and style of the community from which the children come, and how they effect the children's lives, values, interests, future, relationship to school.
5) gaining possession of various forms of teaching procedures so as to be able to introduce, facilitate and utilize techniques appropriate to the children's age, development, background and style, as well as the subject matter. Among the areas of special concern are individual and peer learning, and learning through teaching, as well as techniques in the management of groups, conducting role plays and simulation, use of brainstorming and analytic techniques.
6) being familiar with the subject matter of the particular grade level(s), especially the nature of new developments, sources of additional information, structure of the field of knowledge, nature of its method of inquiry.
7) providing a base for the participants continuing growth and education and, should they desire further career development.

A number of features of the curriculum [course of study], in addition to those already described, should be noted. First, the course load in the first two semesters is slightly lower than in the last two as an effort to phase the work. Second, not only, as noted above, is the course of study heavily geared toward providing the student with skills to be used in the public school classroom, but the courses in the first year are totally of that sort while, in the second year, somewhat greater breadth is provided. Third, depending upon the work which the paraprofessionals who are students will be doing, the ordering of courses may be adjusted—e.g. mathematics in the first year and language arts in the second year, etc., or courses dropped—if persons are to work primarily in the community or in counselling, then some different courses might be offered. Fourth, the use of the term laboratory is meant to mean time primarily spent in the public school classroom and the community which it services, as appropriate, observing and interacting

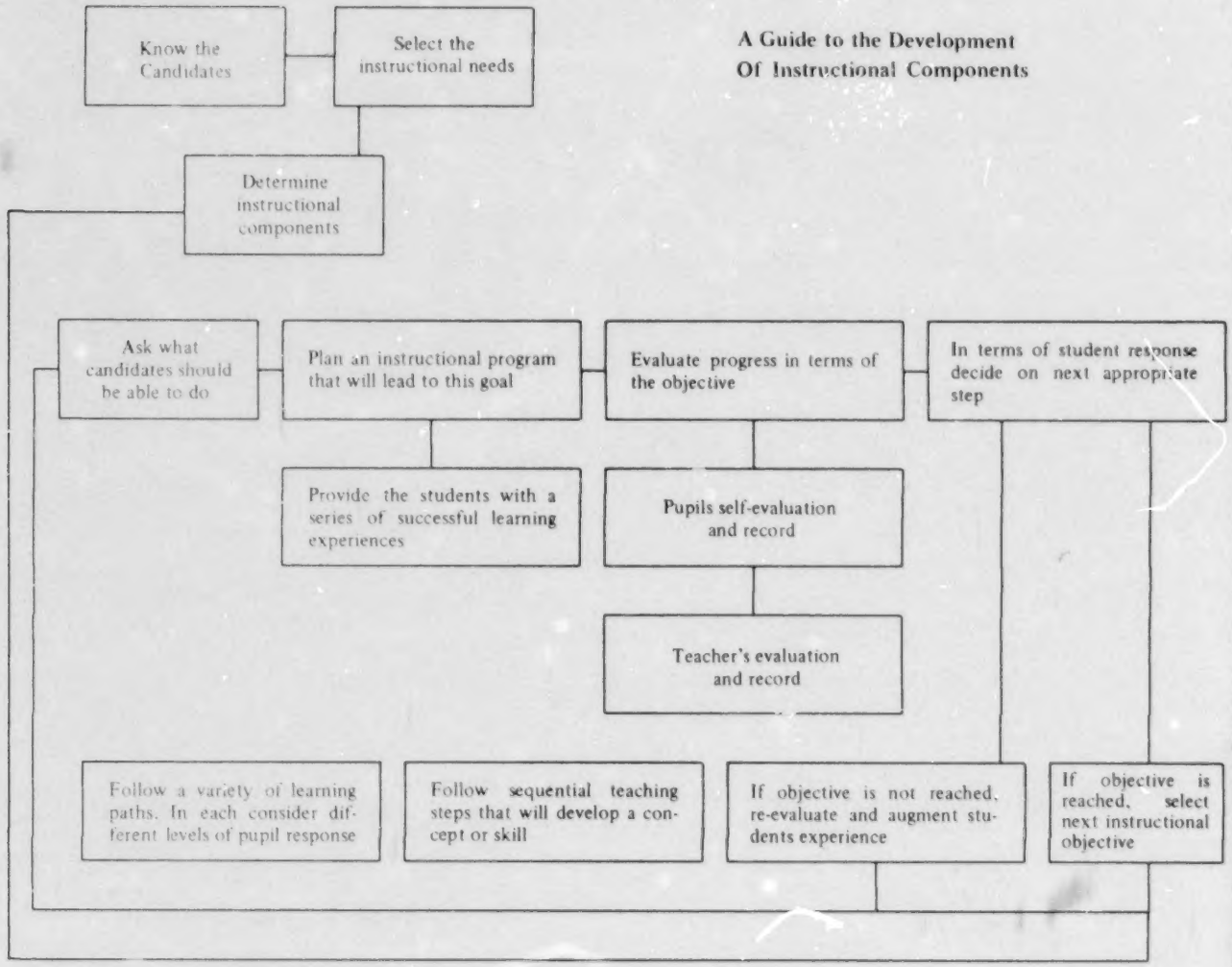
Relationships of Courses to Goals

Goals	Courses in Furtherance of the Specified Goal
No.1 Understanding the Paraprofessional's role.	School and Community
No.2 Awareness of Community and School relationships.	School and Community Human Service Issues
No.3 Insight into teaching role, teaching/learning relationships.	Curriculum Methods Teaching/Learning Methods
No.4 Awareness of the Children	Child Development Community Development Community History Tests and Measurements
No.5 Teaching procedures	Instructional Media Curriculum Methods Teaching/Learning Methods Tests and Measurements
No.6 Subject matter	Language Arts Skills for Children Mathematics Skills for Children Tests and Measurements Libraries as a Learning Tool
No.7 Participant continuing growth, education, and career development.	All of the above. Communications Skills Liberal Arts Electives

with the children, their teachers, and parents. Finally, the first course listed for each semester is a basic integrating theory/practice course where, in addition to the specific subject matter, specific school issues can be raised.

Any effort to propose a "model" curriculum suffers from the fault of being unable to take into account the interests, needs, desires and uniqueness of the students in terms of their own individuality as well as in terms of the differing types of schools in which they will be teaching. It hopefully is, to state the obvious, that implementation of the curriculum exactly as proposed would, in fact, be a negation of the very principles which undergrid it, not only will the group of students at one institution be different from those at another, but within each institution individual students will differ. Thus, the curriculum should be adjusted to fit the needs and strengths of the individual. What is called for is individual diagnosis and proscription, not a single packaged plan for all. This "model" curriculum is meant to be illustrative, not to be prescriptive. The following schema, A Guide to the Development of Instructional Components, may provide a helpful outline for this development process.

A Guide to the Development Of Instructional Components


Know the Candidates
Select the instructional needs
Determine instructional components
Ask what candidates should be able to do
Plan an instructional program that will lead to this goal
Evaluate progress in terms of the objective
In terms of student response decide on next appropriate step
Provide the students with a series of successful learning experiences
Pupils self-evaluation and record
Teacher's evaluation and record
Follow a variety of learning paths. In each consider different levels of pupil response
Follow sequential teaching steps that will develop a concept or skill
If objective is not reached, re-evaluate and augment students experience
If objective is reached, select next instructional objective

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CONTINUING EDUCATION

The course of study described here has a two-fold objective—1) to prepare persons to perform effectively as teacher aides, and 2) to provide a base for further professional roles in education. In furtherance of the first objective, the course of study emphasizes courses directly related to the teaching/learning process in the public school classroom. It, in a sense, flips over the traditional order of liberal arts courses first and professionally oriented courses later. This reordering will present some problems for those students who go on to post-two-year study in that the college courses they will have taken may be different than those taken by freshman and sophomores in traditional four-year programs.

It will be important for administrators of the programs implemented under a design such as is proposed here to be aware of the issues of transfer of course credits, of the articulation of this two-year program with four-year degree programs and state certification and licensure requirements.* Administrators must seek to assure that all credits earned in this program are transferrable in their entirety and that the graduates of this program will require no more than an additional two years of course work in order to receive a baccalaureate degree. It is hoped that all of the "professional" courses would be credited toward the students' major, with other courses going toward meeting the liberal arts and elective requirements. However, it may be necessary, in terms of college and state regulations as to when in a student's career particular "professional" courses must be taken (e.g. practice teaching in the senior year), to seek elective credit toward the baccalaureate degree and have the student take additional "professional" courses in the senior institution. Where this adjustment is necessary, every effort should be made to assure that neither is credit for courses taken "lost" nor additional requirements set.

The acceptance of the design proposed here should be facilitated by the increasing flexibility of college programs and of state departments of education. The implementation of new careers and other programs for employed persons in several hundred colleges; the development of open enrollment, open universities, non-resident programs, and the "University Without Walls"; the involvement of local education agencies, institutions of higher education, and state agencies in programs such as the Career Opportunities Program and Teacher Corps; the increased acceptance of the "approved program" concept by state accrediting bodies, as well as the beginning of performance-based certification efforts all constrain in a direction favoring the adoption, implementation and acceptance by two and four-year institutions and state bodies of designs such as proposed here.

In addition to the factors and forces just noted, the increased interest of the community in school performance, as well as that of the participants in the program itself, are forces which can be marshalled toward the acceptance by the institutions of such a program. In building a strategy for the implementation of a program such as proposed herein, one must catalogue the interested parties and assay their various interests. Attention will need to be paid to the colleges (both two and four-year) and graduate schools of education; the state department of education and the board of higher education; teacher organizations, unions, and professional groups; the public schools, their spokesmen and staff; the community and children to be served by this program; and the participants in the program.

*There should be no problem for a student under this design in any state in terms of meeting the required course hours or distribution of courses in education toward licensure and certification.

COURSE OUTLINES

SCHOOL AND COMMUNITY

Hours Required: Class 4, Laboratory 16

Aims

The understanding of the relationships—present and potential—between school and community; the manner in which each impact upon the other; the ways by which the school as an institution may reflect the culture, values, and styles of the community, and the ways in which it may reflect other influences. To consider the ways in which schools are used to socialize children to societal norms and the forces countering it, e.g., informalism, community participation, etc. The mission of the school in a time of conflicting expectations.

To introduce the student to the world of the school and the roles of the teacher aide. To show the historic development of the school, its changing roles and functions. To place in perspective the development of paraprofessional programs.

Objectives

To enable the student to analyze the structure and values of the school and the community, and to assess the actual and potential effect of the one upon the other; to be aware of the ways, means, and reasons, by which the interaction between the school and community has not been well effected, and why and how it has been diverted.

To enable the student to see the successive and changing roles of the school through time; to understand its place in contemporary life; to understand its structure and organization at the federal, state, and local levels. To assess the reasons for the forces behind the introduction of paraprofessionals in the schools, to assess their past and present roles, to assay the various forces which relate to their utilization—teachers, administrators, school structures, certification practices, professional organizations and unions, the community, parents, children, each other.

Topics of Instruction

The interrelationship—actual and potential—between school and community will be examined in the context of the following school components:

1) governance and decision-making
2) staffing
3) curricula and course content
4) teaching style and methods

5) class organization and management
6) ancillary activities, e.g. food, services, counselling, parent roles.

I. Structure of Contemporary Education
   A. The public school system
      1. History
      2. Structure
      3. Forces for change/resistance
   B. Institution of higher education
      1. History
      2. Structure
      3. Forces for change/resistance
   C. The State and Federal structure
      1. Congress
      2. Office of Education
      3. State Legislature
      4. State Department of Education
   D. The private system
      1. Non-Public
         a. Parochial
         b. Private
         c. Community schools
         d. Free schools
      2. The professional associations
      3. The unions
      4. Parent groups
      5. Community organizations
   E. Financing Education
      1. Local tax base
      2. State role
      3. Federal programs
      4. New alternatives

II. Key Current Issues
   A. Performance of the schools
   B. Staffing of the schools
   C. Evaluation
   D. Financing
   E. Integration
   F. Forms of governance
   G. Teacher roles
   H. Student roles and rights
   I. The role of education and schools

III. The Teacher Aide
   A. Origin of paraprofessional programs
   B. The new efforts of the 1960's
      1. Anti-Poverty
      2. Personnel shortage
      3. Performance failures
   C. The current scene
   D. Paraprofessionals and pupil performance
   E. Paraprofessionals and professional practice
   F. Paraprofessionals and the community
   G. The roles of the teacher aide

Techniques

Reading; structured observations; field visits to a number of schools, community sites; interviews of community people; discussion; role plays; simulation. Students will "shadow" individual pupils, in the community, to develop observation and analysis techniques, to gain insight into the relationship between school and community as it is developed in the life of an individual child.

Readings

William S. Bennett, Jr. and R. Frank Falk. *New Careers and Urban Schools.* N.Y.: Holt, Rinehart and Winston, 1970.

Ivar Berg. *Education and Jobs: The Great Training Robbery.* N.Y.: Frederick A. Praeger, 1970.

Garda W. Bowman and Gordon J. Kloff. *New Careers and Roles in the American School.* N.Y.: Bank St. College, 1968.

Roberta Boyette and others. "The Plight of the New Careerist." *American Journal of Orthopsychiatry.* XLI, 2 (March, 1971), 237-238.

James Conant. *Slums and Suburbs.* N.Y.: MacGraw-Hill, 1961.

George Cressman and Harold Brenda. *Public Education in America.* N.Y.: Appleton-Century-Crofts, 1961.

Larry Cuban. *To Make a Difference: Teaching in the City.* N.Y.: The Free Press, 1970.

Defining the Role of the Teacher Aide. B2 Teacher Education Module. Tallahassee: Department of Education, State of Florida, 1970.

John Dewey. *The School and Society.* Chicago: University of Chicago Press, 1915.

Joseph Featherstone. "The Talent Corps: Career Ladders for Bottom Dogs". *New Republic,* CLXI, 10 (September 13, 1969), 17-23.

Edgar Friedenberg. *The Coming of Age in America.* N.Y.: Random House, 1965.

Alan Gartner. *Paraprofessionals and Their Performance.* N.Y.: Frederick A. Praeger, 1970.

Marilyn Gittell and Alan Harvesi. *The Politics of Urban Education.* N.Y.: Praeger, 1969.

Paul Goodman. *Compulsory Miseducation and the Community of Schools.* N.Y.: Vintage, 1966.

Colin Greer. *Cobweb Attitudes.* N.Y. Teachers College, 1971.

Ronald and Beatrice Gross, eds. *Radical School Reform.* N.Y.: Simon and Schuster, 1969.

James Herndon. *The Way It's Spozed To Be.* N.Y.: Simon and Schuster, 1968.

Laura Pires Houston, "Black People, New Careers, and Humane Human Services". *Social Casework,* LI, 5 (May, 1970), 291-299.

Gordon J. Kloff, Garda W. Bowman, Adena Joy. *A Learning Team: Teacher and Auxiliary.* N.Y.: Bank Street College, 1969.

Jonathan Kozol. *Death At An Early Age.* Boston: Houghton-Mifflin, 1967.

Ellen Lurie. *How to Change the Schools.* N.Y.: Vintage 1970.

Sheldon Marcus and Harry Rivlin, eds. *Conflicts in Urban Education.* N.Y.: Basic Books, 1970.

S.M. Miller. *Breaking the Credentials Barrier.* N.Y.: A Report to the Ford Foundation, 1969.

Arthur Pearl. *Atrocity of Education.* N.Y.: New Critics Press, 1971.

, and Frank Riessman. *New Careers for the Poor.* N.Y.: The Free Press, 1965.

Reconnection for Learning. Report of the Mayor's Committee on Decentralization. New York, 1967.

Frank Riessman and Hermine Popper. *Up From Poverty.* N.Y.: Harper and Row, 1968.

William Ryan. *Blaming the Victim.* N.Y.: Pantheon, 1971.

Patricia Sexton. *Education and Income*. N.Y.: Viking 1961.
Peter Shrag. *Village School Downtown*. N.Y.: Beacon, 1967.
Charles Silberman, *Crisis in the Classroom*. N.Y.: Random House, 1970.
Daniel and Laural H. Tanner. "Teacher Aides: A Job for Anyone–Ghetto Schools". *The Record*, LXIX, 8 (May, 1968), 743-751.

INSTRUCTIONAL MEDIA: USE AND DEVELOPMENT

Hours Required: Class 2, Laboratory 4

Aims

To familiarize in terms of purpose, application, appropriateness, means of utilization the participant with the various audio, visual, mechanical, and computer equipment used as an aid to teaching, including books, electronic waves, films, filmstrips, tapes, video-tape, programmed texts, teaching games, laboratories, kits, teaching machines, computers.

Objectives

Knowledge of the different audio, visual, mechanical, and computer equipment in use in schools, their primary purpose, and appropriate utilization. Ability to operate such equipment as overhead projector, film projector, slide projector, mimeograph, xerox, and ditto machines, opaque projector, video-tape machines, filmstrip projects, record player, teaching machines, public address systems. Ability to prepare materials for these media.

Topics of Instruction

I. What can and cannot the media do
II. Who learns what from instructional media
III. How and when to use and not use intructional media
IV. What mdeia to use
V. Where to obtain media
   A. Prepared media
   B. Teacher/Aide prepared media
   C. Student prepared media
VI. Common school equipment: How to prepare equipment and use it

Techniques

Readings; discussions; demonstrations; simulations.

COMMUNICATION SKILLS

Hours Required: Class 3, Laboratory 0

Aims

To enable the students to gain effective mastery of reading, writing, speaking, and analysis skills. To familiarize the student with various writing styles, and tools of analysis. The course content and teaching style will be geared to the learning needs and interest of adult students, learning how to learn.

Objectives

A major portion of the course content will be designed to utilize the students' experiences working in public school classrooms. Thus, toward the two objectives of developing ability to write clear and accurate prose and to observe with accuracy and objectivity, students will be asked to observe and report upon the activities of individual children at school and in their community. A second set of objectives will relate to skills in effective reading–for content, speed, skimming, feeling, etc. Third, the student will become familiar with the library as a resource for their own learning. Also, the students will become familiar with the more common adult tests–GED, Civil Service, College aptitude and achievement tests, as well as college administered tests–so as to become aware of their design, structure, scoring procedures, and to gain facility in test taking.

Topics of Instruction

I. Observation and writing
II. Reading–prose, professional literature, children's writing
III. The uses of the library
IV. Test taking

Techniques

Readings; observations; field trips; reports and other written products.

Reading

For the section of the course concerned with reading, material should be selected both to which the students can immediately relate, and which is foreign to them. Of course, the purpose of the first is to connect with the students, to "contact" them; the purpose of the second is to broaden their perspective, expand their area of knowledge and understanding. In addition to the prose selections suggested below, students should have experiences in reading from the various professional journals (see listing in Bibliography) as well as children's writing. And for the course topic on the taking of tests, various types of tests which adults encounter should be available.

The books suggested relate, primarily, to an urban Black experience. Where appropriate, they should be adjusted always keeping some readings which draw upon experiences other than those of the students.

Readings

Autobiography of Malcolm X. New York: Grove Press, 1964.
James Baldwin. *Nobody Knows My Name*. New York: Dial, 1961.
Claude Brown. *Manchild in the Promised Land*. New York: Macmillan, 1965.
Harry Caudhill. *Night Comes to the Cumberland*. Boston: Atlantic Monthly Press, 1962.
Eldridge Cleaver. *Soul on Ice*. New Jersey: Dell Publishing Co., 1968.
Vine De Loria, Jr. *Custer Died for Your Sins*. New York: The Macmillan Co., 1969.
Ralph Ellison. *The Invisible Man*. New York: Random House, 1952.
Frantz Fanon. *The Wretched of the Earth*. New York: Grove Press, 1965.
Herb Gans. *The Urban Villagers*. Glencoe, Ill.: The Free Press, 1962.

Dick Gregory. *Nigger*. New York: E.P. Dutton & Co., 1964.
Martin Luther King, Jr. *Why We Can't Wait*. New York: Harper and Row, 1963.
Elliot Liebow. *Tally's Corner*. Boston: Little, Brown & Co., 1967.
Piri Thomas. *Down These Mean Streets*. New York: Alfred A. Knopf, 1967.
Richard Wright. *Native Son*. New York: Harper and Row, 1940.

CURRICULUM METHODS

Hours Required: Class 2, Laboratory 6

Aims

To familiarize the students with methods of selection, construction, presentation, and evaluation of learning material. To gain awareness of various contemporary developments in the areas of curriculum and courses of study. Students will observe implementation of curriculum and themselves develop and implement specific teaching materials.

Objectives

To possess skills in observation and analysis of different curricula methods, their appropriate use and respective advantages and disadvantages. To be familiar with procedures and processes of curriculum development, especially those which build upon the students' knowledge, experiences, and interests; to give special attention to curriculum, efforts which pay attention to the structure of the particular discipline; to consider the appropriate content in terms of the children's age, development, background, interests; to be aware of factors such as room arrangements, scheduling, materials available and appropriate, role of adults; and to construct and implement such curriculum material.

Topics of Instruction

I. What is an Instructional Activity?
   A. Observation
   B. Identification
   C. Categorization
II. Current Trends in Curriculum Content
III. Curriculum Content and the Child
   A. What is right for whom? When?
   B. Alternative approaches
   C. Role of motivation
   D. A contact curriculum
   E. Learning beyond contact
   F. Learning how to learn
IV. Using Behavioral Objectives
   A. What are they?
   B. How to construct them
   C. How to assess achievement
V. Development and Use of Materials
   A. What is available
   B. Teacher/Aide constructed material
   C. Pupil constructed material
VI. The Physical Learning Environment
   A. What do you need
   B. How to arrange it
   C. Differing arrangements for different purposes

Techniques

Reading; films; discussion; structured observations; role plays; simulation; materials development; structured utilization with children; feedback.

Readings

D. Cohan and H. Stern. *Observing and Recording Behavior in Young Children*. N.Y.: Teachers College Press, 1958.
Mario Fantini and Gerald Weinstein. *The Contact Curriculum*. N.Y.: Anti-Defamation League, 1969.
Mario Fantini and Gerald Weinstein. *The Disadvantaged*. N.Y.: Harper and Row, 1968.
Joe Frost and Thomas Rowland, eds. *The Elementary School*. Boston: Houghton Mifflin, 1966.
Sybil Marshall. *An Experiment in Education*. N.Y.: Cambridge University Press, 1966.
Alan Ornstein and Philip Vairo. *How To Teach Disadvantaged Youth*. N.Y.: David McKay Co., 1969.
Arthur Pearl. *The Atrocity of Education*. N.Y.: New Critics Press, 1971.

The following modules from *B2 Teacher Education Module*, Department of Education, State of Florida, 1970.

"Preparing the Physical Environment for Learning"
"Using Behavioral Objectives"
"Designing a Learning Activity"
"Developing an Instructional Package"

CHILD DEVELOPMENT

Hours Required: Class 2, Laboratory 6

Aims

To familiarize the student with the various theories of development as relates to physical, intellectual, social and emotional growth of the child. Careful attention will be given to observation of children in various settings, toward the end of enabling the participant to integrate empirical knowledge with theoretical conceptions.

Objectives

Awareness of the key theories of personality and development, and the current research and assessment as relates to them. Techniques in the observation of children as relates to their cognitive, motivational, and behavioral systems. Establishment of a critical stance re varying theories and the development of techniques for testing such theories.

Topics of Instruction and Techniques

The course will be focused around carefully structured observations of children to establish the characteristics of their physical, intellectual, emotional and social developments, at varying stages of their growth, according to different theories of child development. Thus, the course will be organized across three axes—the components of child development, the stages, the theories—using as the raw material the observation of children in the school classroom (Supplemented by readings, films, etc.)

The theories will be presented in the context of behavior to be understood, and efforts to apply theory to practice. Ample opportunity will be given

to analyze alternative theoretical assessments of particular behavior.

Readings

Bruno Bettelheim. *Dialogues With Mothers.* Glencoe, Ill., The Free Press, 1950.

B. Bloom. *Stability and Change in Human Characteristics.* N.Y.: John Wiley & Sons, 1966.

James Bruner. *The Process of Education.* N.Y.: Vintage, 1963.

Kenneth Clark, *Prejudice and Your Child.* Boston: Beacon Press, 1955.

Robert Coles. *Children of Crisis.* Boston: Little, Brown & Co., 1964.

Eric Erickson, *Childhood and Society.* N.Y.: Norton, 1958.

Edgar Friedenberg. *The Vanishing Adolescent.* Boston: Beacon Press, 1959.

Arnold Gesell and Francis Ilg. *The Child From Five to Ten.* N.Y.: Harper & Brothers, 1946.

John Herndon. *The Way It Sposed To Be.* N.Y.: Simon & Schuster, 1968.

Frank M. Hewlett. *The Emotionally Disturbed Child in the Classroom.* Boston: Allyn & Bacon, Inc., 1968.

John Holt. *How Children Fail.* N.Y.: Pitman Publishing Corp., 1964.

Madeline Hunter. *Reinforcement Theory for Teachers.* El Segundo, Cal.: TIP Publishers, 1967.

Herbert Kohl. *36 Children.* N.Y.: New American Library of World Literature, 1967.

Recognizing How Children Develop. B2 Teacher Education Module. Tallahassee: Department of Education, State of Florida, 1970.

Frank Riessman. *The Culturally Deprived Child.* N.Y.: Harper & Row, 1962.

LANGUAGE ARTS SKILLS FOR CHILDREN

Hours Required: Class 2, Laboratory 6

Aims

To familiarize the participant with the basic theoretical perspectives and practical applications in the areas of reading, writing, and speaking. To enable the participant to reinforce learning in these areas.

Objectives

To be able to observe and appreciate children's reading, writing and speaking development. To be familiar with the differing approaches and sequences to the teaching of reading and writing. To be able to assess, drill, reinforce, and assist children in the learning of reading, writing, and speaking in groups and alone. To be able to organize peer learning, tutoring, and learning through teaching to facilitate children's learning in reading, writing, and speaking.

Topics of Instruction

I. Reading
   - A. Readiness
   - B. Development
   - C. Various approaches
   - D. Material
     1. Differing ages
     2. Differing interests
     3. Differing background
     4. Differing levels
   - E. Methods of drill, reinforcement, and assessment.

II. Creative Writing
   - A. Stories
   - B. Poems
   - C. Plays
   - D. Methods of drill, reinforcement, and assessment
   - E. Spelling
   - F. Grammar

III. Penmanship
   - A. Manuscript
   - B. Cursive
   - C. Methods of drill, reinforcement and assessment

IV. Speaking
   - A. Oral reports
   - B. Show and tell
   - C. Dramatic presentations
   - D. Methods of drill, reinforcement, and assessment

Techniques

There will be a constant interaction between college classroom and schoolroom. Techniques may be introduced through lecture, film, or demonstration in the former of observation in the latter; in either case, both areas will be used for further amplification, simulation, role plays; continuing structured observation will take place in the school classroom. These will be followed by carefully phased tryouts in the school classroom, working at first with one or a few children, for a short period of time, with assistance close at hand. Gradually, work will be with a larger group, over a longer period of time, with less assistance immediately at hand. At the same time, the college classroom will be a place for report back, rehash; role plays, critiques, etc.

Readings

Mary Arbuthnot. *Children and Books.* Chicago: Scott, Foresman & Co., 1968.

Flora Arnstein. *Poetry in the Elementary School.* N.Y.: Appleton-Century-Crofts, Inc., 1962.

Richard Bloomer. *Skill Games to Teach Reading.* Dansville, N.Y.: The Instructor, 1969.

Anna Crodts. *Phonics for the Reading Teacher.* N.Y.: Holt, Rinehart & Winston, Inc., 1965.

G.M. Gigous. *Improving Listening Skills.* Dansville, N.Y.: The Instructor, 1967.

Frank Jennings. *This Is Reading.* N.Y.: Teachers College Press, 1965.

William Loren Katz. *Teacher's Guide to American Negro History.* N.Y.: Quadrangle Books, 1968.

Jack Lutz. *Expanding Spelling Skills.* Dansville, N.Y.: The Instructor, 1963.

Alice Miel, ed. *Individualizing Reading Practices.* N.Y.: Teachers College Press.

Frank Riessman and John Dawkins. *Play It Cool in English.* Chicago: Follett Publishing Co., 1967.

James A. Smith. *Creative Teaching of the Language Arts in the Elementary School.* Boston: Allyn and Bacon, 1967.

B2 Teacher Education Module. Tallahassee: Department of Education, State of Florida, 1970.
"Demonstrating Legible Handwriting"
"Organizing Learning Stations for the Language Arts."
"Promoting Appropriate Language Patterns."
"Using Informal Diagnostic Tests of Reading Skills."
"Utilizing Phonics and Word Attack Skills."

COMMUNITY DEVELOPMENT

Hours Required: Class 3, Laboratory 6

Aims

To develop an understanding of: current concepts and theories of community development; the interrelatedness of community organizational structures and processes; the roles of citizen participation agencies; the variety of strategies of social intervention.

Objectives

To be able to identify the components and characteristics of the community setting (e.g. demography, political structures, values, service systems); the variables which effect its development. To observe with a critical and analytic eye the nature of the community, its aims, resources, and factors abetting and impeding growth and development.

Topics of Instruction

I. Community Problems
   A. Analysis of present conditions
   B. Past change efforts
   C. Perceptions of the problem
II. Social Context of the Problem
   A. Origins
   B. Structural analysis
III. Those Affected
   A. Who are they?
   B. How are they affected?
   C. Their reaction(s)
IV. Strategies for Change
   A. Direct action
   B. Coalition
   C. Consensus
   D. Advocacy
V. Tactics
   A. Gaining initial support
   B. Involving and organizing
   C. Implementation
   D. Assessment

Techniques

Readings; films; discussions. The main technique will be the identification of a particular problem or set of problems facing the community which can be studied and analyzed.

Readings

Edward C. Banfield and James Q. Wilson, *City Politics.* Cambridge: Howard University Press, 1963.

Kenneth Clark, *Dark Ghetto.* N.Y.: Harper and Row, 1965.

Kenneth Clark and Jeanette Hopkins. *A Relevant War Against Poverty.* N.Y.: Harper and Row, 1968.

Michael Harrington. *The Other America.* N.Y.: Macmillan & Co., 1962.

Jane Jacobs. *The Death and Life of Great American Cities.* N.Y.: Random House, 1961.

Milton Kotler. *Neighborhood Government.* N.Y.: The Bobbs-Merrill Co., 1969.

Ralph Kramer, ed. *Participation of the Poor.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.

Peter Marris and Martin Rein. *Dilemmas of Social Reform.* N.Y.: Atherton Press, 1967.

Daniel Patrick Moynihan and Nathan Glazer. *Beyond the Melting Pot.* Cambridge, Mass.: M.I.T. Press, 1963.

Francis Fox Piven and Richard Cloward. *Regulating the Poor.* N.Y.: Pantheon, 1971.

Fred Powledge. *Model City.* N.Y.: Simon and Schuster, 1970.

Report of the National Advisory Commission on Civil Disorders. N.Y.: Bantam Books, 1968.

Frank Riessman. *Strategies Against Poverty.* N.Y.: Random House, 1969.

Hans Spiegel, ed. *Citizen Participation and Urban Development.* Washington, D.C.: National Training Laboratory, 1968.

Violence in America. Report of the National Commission on the Causes and Prevention of Violence. N.Y.: The New American Library, 1969.

TEACHING/LEARNING METHODS

Hours Required: Class 3, Laboratory 12

Aims

To familiarize the participant with general teaching/learning designs such as the British Infant School design, the "open classroom", Montessori techniques, etc., as well as specific techniques such as tutoring, use of games, programmed instruction, learning through teaching, role play, simulation, problem solving, group processes, instrumented exercises, discovery techniques, as well as designs which give attention to the structure of various disciplines.

Objectives

To be able to choose among a full repertoire of methods and techniques the appropriate one(s) for specified instructional objectives with particular student populations; to utilize this range of methods and techniques, as appropriate, with individuals, small groups, and large groups.

Topics of Instruction

I. Current Instructional Designs
II. Specific Instructional Techniques
   A. Individually oriented techniques
   B. Group techniques and group process
      1. Learning through teaching
      2. Tutoring
      3. Role play
      4. Brainstorming
      5. Simulation

6. Problem solving
7. Instrumented exercises
8. Games

Techniques

There will be a constant interaction between college classroom and schoolroom. Techniques may be introduced through lecture, film, or demonstration in the former or observation in the latter; in either case, both arenas will be used for further amplification, simulation, role plays; continuing structured observation will take place in the school classroom. These will be followed by carefully phased tryouts in the school classroom, working at first with one or a few children, or a short period of time, with assistance close at hand. Gradually, work will be with a larger group, over a longer period of time, with less assistance immediately at hand. At the same time, the college classroom will be a place for report back, rehash, role plays, critiques, etc.

Special attention will be given to the use of learning through teaching as an activity which is both powerful in itself and which also lends itself to management by paraprofessionals. An interesting and useful variation upon this model uses teachers in training to tutor ten year-olds who, in turn, tutor seven year-olds. The college students thus gain teaching experiences with two different age groups of children, are provided a microcosmic and isomorphic learning experience, and are trained in the practice of encouraging children to help each other to learn. Various common activities or sets of activities will be simulated and explored, e.g. the first day, handling of the disruptive child, aid-teacher relations organizing a group of children.

Readings

Clark Abt. *Serious Games.* N.Y.: Viking, 1970.

James Bruner. *The Process of Education.* N.Y.: Vintage, 1963.

Alan Gartner, Mary Conway Kohler, Frank Riessman. *Children Teach Children.* N.Y.: Harper & Row, 1971.

B2 Teacher Education Module. Tallahassee: Department of Education, State of Florida, 1970.
"Selecting an Instructional Mode"
"Achieving Classroom Transition"
"Achieving Closure"
"Compiling and Using Instructional Games"
"Classroom Management"
"Establishing Appropriate Frames of Reference"
"Feedback"
"Fostering Creativity"
"Increasing Participation"
"Inducing Student-Initiated Questions"
"Inquiry Technique: Using Probing Questions"
"Making Assignments"
"Methods of Introducing and Summarizing a Unit"
"Monitoring In-Class Assignments"
"Non-Verbal Behavior"
"Planning Creative Activities for Independent Learning"
"Questions Upgrading Improvement Package"
"Pre-Cueing"
"Recognizing and Obtaining Attending Behavior"
"Reinforcement"
"Set Induction"
"Stimulas Variations"
"Using Examples and Illustrations"
"Using High Order Questions"
"Using Lecture Techniques to Present Information"
"Using Planned Repetition"
"Utilizing Field Trips for Learning"
"Effective Questioning–Elementary Level," A Mini-course prepared by the Far West Laboratory for Educational Research and Development, Berkeley, California, 1971.

MATHEMATICS SKILLS FOR CHILDREN

Hours Required: Class 2, Laboratory 6

Aims

To familiarize the participant with the basic theoretical perspectives and practical applications in contemporary mathematics, to develop understanding of the structure of mathematics. To enable the participant to reinforce learning in this area.

Objectives

To be able to observe and assess children's work in mathematics. To be familiar with the current findings in learning and concept development. To be able to assess, drill, reinforce, and assist children in the learning of mathematics in groups and alone. To be able to organize peer learning, tutoring, and learning through teaching activities to facilitate children's learning in mathematics.

Topics of Instruction

I. Basic Mathematics Components
   A. Terms
   B. Structure
   C. Principles
   D. Methods
   E. Systems
II. Basic Skills
   A. Addition
   B. Subtraction
   C. Multiplication
   D. Division
III. Teaching Techniques

Techniques

There will be a constant interaction between college classroom and schoolroom. Techniques may be introduced through lecture, film, or demonstration in the former or observation in the latter; in either case, both arenas will be used for further amplification, simulation, role plays; continuing structured observation will take place in the school classroom. These will be followed by carefully phased tryouts in the school classroom, working at first with one or a few children, for a short period of time, with assistance close at hand. Gradually, work will be with a larger group, over a longer period of time, with less assistance immediately at hand. At the same time, the college classroom will be a place for report back, rehash, role plays, critiques, etc.

Readings

J. Houston Banks. *Elementary School Mathematics.* Boston. Allyn & Bacon, Inc., 1966.

Charles Brumfield and others. *Fundamental Concepts of Elementary Mathematics.* Reading, Mass.: Addison-Wesley, 1962.

Clyde Corle. *Building Arithmetic Skills with Games.* Dansville, N.Y.: The Instructor, 1968.

Joseph Criscimbeni. *Teaching the New Mathematics.* West Nyack, N.Y.: Parker Publishing Co., 1966.

"Diagnosing Arithmetic Skills." *B2 Teacher Education Module.* Tallahassee: Department of Education, State of Florida, 1970.

James Heddens, *Today's Mathematics.* Chicago: SRA, 1964.

"Individualizing Instruction in Mathematics," A mini-course prepared by the Far West Laboratory for Educational Research and Development, Berkeley, California, 1971.

Charles H. Martens, *Discovery in Mathematics.* Palo Alto: Addison-Wesley Publishing Co., 1964.

Alvin Westcott and James Smith. *Creative Teaching of Mathematics in the Elementary School.* Boston: Allyn & Bacon, Inc., 1967.

TESTS AND MEASUREMENTS

Hours Required: Class 3, Laboratory 2

Aims

To familiarize the participants with the purpose forms, and limits of assessment and evaluation, and to see the development of evaluation instruments as an integral part of the teaching/learning process, and the use of such instruments in serving as a tool for diagnosis, guidance, and counseling.

Objectives

To be aware of the most common forms of testing for ability, achievement, and personality; the respective strengths and weaknesses of each; and problems of test construction, administration, and interpretation. To consider in the light of teaching objectives, the appropriate evaluation and measurement techniques; to devise (or adopt) instruments to do so for a delimited subject area, and to administer and score such achievement tests for a small group of children and for an individual child.

Topics of Instruction

I. Ability, Achievement, and Personality Tests.
   - A. Their uses
   - B. Their shortcomings
   - C. Their construction, administration, and interpretation

II. Developing Measurement and Evaluative Instruments
   - A. The development of measurable objectives
   - B. The establishment of learning criteria
   - C. The construction of measurement instruments
   - D. Administration
   - E. Interpretation

III. Special Issues in Measurement for Non-white, Non-urban or Non-verbal Children.

Techniques

Reading and discussion will introduce the material. The main work of the course will be in the design, development, trial use, assessment, redesign, administration and interpretation of an instrument to measure achievement among a group and for an individual child.

Readings

Benjamin Bloom. *Learning for Mastery*–U.C.L.A. Center for the Study of Evaluation of Instructional Programs, Vol. I, No. 2, (May, 1968).

"Evaluating Learning and Instruction." *B2 Teacher Education Module.* Tallahassee: Department of Education, State of Florida, 1970.

R.M. Gagne. *The Conditions of Learning.* N.Y.: Holt, Rinehart, and Winston, 1965.

Marie G. Hackett. *Learning and Process.* N.Y.: Holt, Rinehart, and Winston, 1970.

Frank Riessman. *The Culturally Deprived Child.* N.Y.: Harper and Row, 1962.

HUMAN SERVICES ISSUES

Hours Required: Class 2, Laboratory 8

Aims

To enable the participant to gain a cross-sector vision of the human services–in addition to education, health, social services, public welfare, mental health, recreation, legal services, etc. To see the areas of commonality and those of difference, and to understand the interrelationship between and among the several systems.

Objectives

To be able to identify the structural nature of human service systems (methods of governance, staffing, practice, financing, assessment); to make comparisons among and between the various systems operating in the local community, their stated purpose and actual activities, their interrelationships, their mode and style of operation.

Topics of Instruction

I. Human Service Systems
   - A. Organization
   - B. Governance
   - C. Practice
   - D. Staffing
   - E. Financing

II. The Local Human Service Agency Systems

III. Non-Education Service Agency: A field-based case study

Techniques

Readings; films, etc.; observation; field trips. In addition, participants will volunteer to work in a non-education human service agency for at least six hours a week, for approximately half the semester.

Readings

Edward Banfield. *The Unheavenly City.* Boston: Little, Brown & Co., 1968.

Kenneth Clark. *Dark Ghetto.* N.Y.: Harper & Row, 1965.
Harvey Cox. *The Secular City.* N.Y.: The Macmillan Co., 1965.
Barbara and John Ehrenreich. *The American Health Empire* N.Y.: Random House, 1971.
Neil Gilbert. *Clients or Constituents.* San Francisco: Jossey-Bass, Inc., 1970.
Eli Ginzberg. *Men Money and Medicine.* N.Y.: Columbia University Press, 1970.
William Glaser. *Social Settings and Medical Organization.* N.Y.: Atherton, 1970.
Milton Kotler. *Neighborhood Government.* N.Y.: Bobbs-Merrill Co., 1969.
Peter Marris and Martin Rein. *Dilemmas of Social Reform.* N.Y.: Atherton Press, 1967.
Frank Riessman and others, eds. *Mental Health of the Poor.* Glencoe, Ill.: The Free Press, 1964.
William Ryan. *Blaming the Victim.* N.Y.: Pantheon, 1971.
James Sundquist. *Politics and Policy.* Washington, D.C.: The Brookings Institute, 1968.
Jacobus tenBrock, ed. *The Law of the Poor.* San Francisco: Chandler Publishing Co., 1966.
Robert Theobold, ed. *Social Policies for America.* Garden City, N.Y.: Doubleday & Co., Inc., 1968.
James Q. Wilson, *Varieties of Police Behavior.* Cambridge: Harvard University Press, 1968.

HISTORY: COMMUNITY HISTORY

Hours Required: Class 2, Laboratory 4

Aims

To familiarize the participant with the history and background of the local community, to see it in the perspective of other similar communities and of larger communities of which it is a part and to know its values, mores, customs, and styles.

Objectives

To know, in considerable detail, the history of the community of which the school is a part and from which it draws its students; to be aware of the historic and contemporary forces, values, structures, and institutions which shape these communities and individuals; to be able to place the local community in the perspective of other communities of similar background, and of the larger community; and to develop in the participant skills in historical and sociological research and analysis.

Topics of Instruction and Techniques

The approach will be both historical and sociological. The participants will read about, visit, observe, interview the community to be studied. Each participant will prepare a project–paper, document, activity –based upon some aspect of the history of the community or the contemporary manifestations of past values and institutions.

Readings

The basic document will be local history in the archives of public and private institutions or the memory of community members. In addition, this would be supplemented by additional readings to give broader perspective on the group. For a Black urban community, such readings might include:

The Autobiography of Malcolm X. N.Y.: Grove Press, 1964.
John Bracey, Jr. and others. *Black Nationalism in America.* N.Y.: Bobbs-Merrill Co., 1970.
Claude Brown. *Manchild in the Promised Land.* N.Y.: Macmillan Co., 1965.
Kenneth Clark. *Dark Ghetto.* N.Y.: Harper & Row, 1965.
Ralph Ellison. *The Invisible Man.* N.Y.: Random House, 1952.
Dick Gregory, *Nigger.* N.Y.: E.P. Dutton & Co., Inc. 1964.
Nat Hentoff. *The New Equality.* N.Y.: Viking, 1964.
William Loren Katz. *Teacher's Guide to American Negro History.* Chicago: Quadrangle Books, 1968.
John O. Killens. *Black Man's Burden.* N.Y.: Trident Press, 1966.
Elliott Liebow. *Tally's Corner.* Boston: Little, Brown & Co., 1967.
C. Eric Lincoln. *The Black Muslins in America.* Boston: Beacon Press, 1961.
Arnold Rose. *The Negro in America.* Boston: Beacon Press, 1944.
Jean Toomer. *Cane.* N.Y.: Harper & Row, 1923.
Richard Wright. *Native Son.* N.Y.: Harper & Row, 1940.

Or, if the community is an Indian community, readings might include:

William Brophy and Sophie Aberle. *The Indian.* Norman: The University of Oklahoma Press, 1966.
Edgar Cahn, ed. *Our Brother's Keeper: The Indian in White America.* N.Y.: New Community Press, 1969.
Vine De Loria, Jr. *Custer Died for Your Sins.* N.Y.: The Macmillan Co., 1969.
Saul Steiner. *The New Indians.* N.Y.: Dell Publishing Co., 1968.

For other ethnic communities, appropriate titles would be selected.

LIBRARIES AS LEARNING TOOLS

Hours Required: Class 2, Laboratory 6.

Aims

To familiarize the participant with the resources for children's learning available at the school and/or local library and to prepare the participant to facilitate that learning.

Objectives

To know the resources of the school and/or local library to be able to assist children in identifying and appropriately using these resources, as well as other data sources of the community.

Topics of Instruction

I. The Resources of the Library
   A. What they are
   B. How to tap them
   C. Uses and procedures
II. Other Community Data Resources

Techniques

Participants will work with children in using the library either as a part of the project of the class with whom the participant works and/or in a temporary placement in the library.

Readings

"Using the Library". *B2 Teacher Education Module* Tallahassee. Department of Education, State of Florida, 1970.

ELECTIVES

During the first two semesters, participants take two and three courses respectively in the area of training for work as teacher aides and one proscribed liberal arts course. In the third and fourth semesters, there is a free choice elective. Participants would be encouraged to select at least one course in the humanities and one in the sciences from the general liberal arts offering of the colleges in choosing subjects for these courses. Where local requirements proscribe a higher percentage of liberal arts or general education courses than the approximately 42% proposed herein, consideration, in terms of which courses might be dropped, should be in terms of the particular work assignments of teacher aides in the particular communities being served.

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Aides to Teachers and Children. Washington, D.C.: Association for Childhood Education International, 1968.

Alexander S. Kern, "What Teacher Aides Can–And Cannot Do," *Nation's Schools,* LXXXII, 2 (April, 1968), 23-26.

Allen, Dwight W. "A Differentiated Staff: Putting Teaching Talent to Work," The Teacher and His Staff, Occasional Papers, No. 1 (December, 1967), National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D.C.

Allied Health Workers in Pediatric Practice. Chicago: American Academy of Pediatrics, 1969.

American Federation of Teachers. "Paraprofessionals: Fastest Growing Force in U.S. Schools," *The American Teacher,* LIV, 6 (February, 1970).

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Anastasiou, Nicholas J. *An Evaluation of the Kindergarten Teacher Assistant Project.* Palo Alto, Calif.: Palo Alto Unified School District, 1966.

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"Auxiliary School Personnel," *The National Elementary Principal,* XLVI, 6 (May, 1967), 6-12.

Auxiliary Personnel in Education: Their Present and Potential Contributions in the Philadelphia Schools. Philadelphia: The School District of Philadelphia, 1968.

Auxiliary School Personnel, A Statement by the National Commission on Teacher Education and Professional Standards. Washington, D.C.: National Education Association, 1967.

Auxiliary School Personnel: Their Employment and Utilization. Providence, R.I.: Department of Education, 1969.

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Beavers, Irene. "An Overview," *Journal of Home Economics,* LXII, 2 (February, 1970), 83-84.

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. *A Study Outline on Differentiated Staffing,* "Quest Papers," No. 2. Washington, D.C.: American Federation of Teachers, n.d.

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FILM AND FILMSTRIPS

Teams for Learning*
26½ min., 16 mm., sd., b & w.
Norwood Studios, Inc., 5104 Frolich Lane, Tuxedo, Md. 20781.
Summary: Portrays teacher-auxiliary teams in four communities, showing effective and cohesive teamwork, and analyzes their ways of functioning together.

The Team Approach to Education: Twenty Questions on Film*
15 min., 16 mm., sound, b. & w.
Norwood Studios, Inc., 5104 Frolich Lane, Tuxedo, Md. 20781.

I Am A Teacher Aide*
13 min., color.
National Audiovisual Center, GSA, Washington, D.C. 20408.

Teacher Aides: A New Opportunity
28 min., 16 mm., sd., b. & w.
Modern Talking Pictures, 1212 Sixth Ave., New York, New York
Summary: A Head Start training film depicting the training of paraprofessional teacher aides for pre-schools.

A Chance for Change
39 min., 16 mm., s.d., b. & w.
McGraw Hill Textfilm Department, 330 West 42nd Street, New York, N.Y.
Summary: Ciname verite technique follows an actual day-to-day activity of pre-school youngsters in a Head Start Center in a Black Community.

New Careers: More Than A Job
30 min., 16 mm., s.d., b. & w.
Regional Manpower Administrator, Department of Labor Regional Offices.
Summary: Describes the various components of new careers programs; illustrates them with footage at two locations in the fields of mental health, education and health.

Heavy Duty: A Film Study of The Classroom Paraprofessional
29 min., 16 mm., s.d., b. & w.
Eric Ward, Office of Teacher Education, City University of New York, 1411 Broadway, New York, City, N.Y. 10018.
Summary: A Case study of a day of paraprofessionals in the N.Y.C. schools.

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*These three items are, respectively, a film, film clips, and film strip, prepared by the Bank Street College of Education. In addition to these materials, printed discussion guides to accompany each of the items are available from the Public Information Office, BEPD, United States Office of Education, Washington, D.C. 20202.

JOURNALS

American Education

American Journal

Change

Child Welfare

The Clearing House

The Elementary School Journal

Exceptional Children

Grade Teacher

Harvard Education Review

Journal of Home Economics

Journal of Teacher Education

National Elementary Principal

Nation's Schools

NEA Journal

NEA Research Bulletin

New Careers Bulletin (Urban Research Corporation, 4301 Connecticut Avenue, N.W., Washington, D.C.)

New Generation

New Human Services Newsletter (New Careers Development Center, New York University, New York.)

Phi Delta Kappan

The Record

Review of Educational Research

School Management

Social Policy

Social Work

Today's Education

Trans-Action

Appendix A
SURVEY OF SELECTED STATES RE: UTILIZATION OF TEACHER AIDES

Alaska

Three types of teacher aides positions are classified and incorporated under the State Merit System by the Department of Personnel. These positions are also correlated to an extensive internship-university training program, which will permit mobility from the lowest classification to a Bachelor of Arts in Education with full certification to teach. The first class of teacher aide does not require high school graduation and is designated as a teacher aide. The teacher assistant is the next classification on the career ladder, which requires 30 semester hours of college and some experience in teaching in a program such as Head Start. The third classification is that of teacher associate and requires two complete years of college.

California

California includes some classes of teacher aides under the State Educational Code, but generally the teacher aide requirements are established by the school districts. The classifications covered under the education code are: part-time reader for composition, writing and mathematics; certificated teacher-assistant, who must be enrolled as a student in a cooperating teacher training institution; non-teaching volunteer aide under the immediate supervision and direction of the certified personnel; student nonteaching aide limited to non-instructional duties. There is also an instructional permit for development centers which requires 60 semester hours of college work with a concentration in child development, early childhood education, and so on. The development center instructional permit is also issued on a provisional basis to those individuals who have 30 semester hours and are currently enrolled in an accredited college, university or junior college.

Colorado

The Colorado State Board of Education issued a position paper in May 1968 incorporated in a pamphlet, "The Use of Teacher Aides in Colorado". Their policy provides for great flexibility for each school district and acknowledges that aides with a variety of educational backgrounds can be useful in the schools, as the following excerpt indicates. "Selection of applicants for positions as auxiliaries in the schools should be a careful process. Number of years spent in school should not necessarily be the determining factor. Rather, interviewers should attempt to discover certain qualities in individuals which will make them successful participants in the educational process". The pamphlet also suggests the many ways an aide may be utilized. Programs and workshops for the training of teacher aides are being developed at several colleges.

Delaware

Delaware issues permits for several classes of aides.

Teacher aide: No specific level of education, but at least one month of intensive full-time study in pre-service training. Basic duties are clerical, housekeeping and monitorial.

Teacher assistant: High school diploma or equivalent and one year of in-service training and experience as an aide, or one year of college including a practicum in a school setting, or a minimum of two months' intensive pre-service training with a practicum. Basic visual materials, checking objective tests, arranging bulletin boards, reading stories, planning with teachers, typing stories.

Teacher associate: An Associate of Arts or Science degree from a two year college program or enrollment in a teacher training program. Basic duties include more responsibility and less supervision: tutoring, making home visits, working with individual children or with small groups under supervision.

Teacher intern: A B.A. degree from an accredited college and enrollment in a teacher education program, or a B.A. degree with two months of intensive pre-service training with a practicum. Intern teachers may have the full responsibility of the classroom.

Illinois

Within House Bill 1889, Illinois makes a distinction between the instructional aide and the non-instructional aide. The instructional aide must have 30 hours of college credit and must perform her duties in the same location as the certificated personnel. Being in the same location has been interpreted as being able to maintain eye contact. The aide may work directly with the students under the direct supervision of the teacher. The duties of the non-instructional aide are limited to clerical, housekeeping and monitorial tasks, such as lunchroom supervision.

Maine

Maine provides guidelines for a career ladder above the entry level, which requires a high school diploma (may be waived if the individual is enrolled in a training program approved by the State Department of Education.)

Teacher aide: High School diploma and participation in a pre-service training program or enrollment in an approved program. Duties: helping teacher in the classroom as needed under the direction and supervision of the teacher.

Teacher assistant: Two years of an approved college program and one year of an in-service training program. Works with the teacher in planning and implementing classroom activities, with less supervision from the teacher.

Teacher associate: Three years of an approved college program with additional course work leading to teacher certification. Duties similar to those of student teacher, with opportunities to initiate learning experiences with children.

Texas

The Texas Education Agency has issued a bulletin entitled, "Policies and Suggestions on Use of Teacher Aides", dated April 1970.

> The decision to use aides rest primarily with teachers and administrators in individual school districts. The aide is an extension of the teacher (or other professional), performs routine and other duties under this direction, but does not relieve him of any legal responsibility for the instructional program in the classroom.

Also included are five principles concerning the use of aides:

> Aides should be involved in instructional planning.
>
> Maximum use should be made of aides' particular talents, interests, experiences and training.
>
> Reasonably specific job descriptions should be developed for the aides prior to their assignments.
>
> Aides should be assigned only to teachers and others who wish to work with them.
>
> Aides and teachers should be provided joint pre-service and in-service training.

Appendix B

TASKS AND JOB DESCRIPTIONS

Following are representative lists of tasks performed by aides (compiled by the Colorado State Department of Education, from Master Teacher and aides reports by a Virginia New Careers Project, and by the New Careers Training Laboratory for a pre-school program) and job descriptions for aides (for pre-school programs based upon the New Careers Training Laboratory's lists of tasks, proposed by a large southern city, and from New York City showing non-classroom activities).

LIST OF TASKS PERFORMED BY AIDES

A. Assist in the classroom.
   1. Help teacher with various groups.
   2. Listen to pupils tell stories.
   3. Help with routine drill.
   4. Check on individual's progress.
   5. Assist children with make-up work.
   6. Filing.
   7. Grade papers.
   8. Play games with pupils.
   9. Show films.
   10. Help young children with overshoes, hats, etc.
   11. Help supervise field trips.
   12. Record grades.
   13. Locate materials to supplement units or projects.
   14. Read themes.
   15. Give special attention to problem pupils as directed by teacher.
   16. Take attendance.
   17. Help pupils improve special skills.
   18. Help pupils work together harmoniously.
   19. Operate and show pupils how to operate audio-visual equipment.
   20. Do housekeeping chores (not custodial).
   21. Collect money.
   22. Assist with supervised study.
   23. Prepare bulletin boards.
   24. Care for laboratory equipment.
   25. Help with programmed instructions.
   26. Act as native speaker in foreign language class.

B. Assist with home-school interaction.
   1. Visit parents of children who are new in the community.
   2. Report to counselor and/or teacher problems observed in home visits.
   3. Take children home when they become ill.
   4. Visit parents when excessive absences occur.
   5. Assist with pupils who are upset and cannot remain in classroom.
   6. Help plan parent meetings.
   7. Report parents' feelings about school.
   8. Help parents understand how children learn and develop and relate this to homework.
   9. Assist in recruitment of kindergarten and preschool pupils.
   10. Visit parents of migrant children to help bring their children to school.
   11. Answer parent phone calls and refer them to proper person.
   12. Communicate with illiterate parents who cannot read the school's written messages.
   13. Follow up on pupils whose examination shows need for glasses, hearing aids, medical treatment or dental care.
   14. Communicate with parents who do not speak English.
   15. Develop in parents good attitudes toward education.
   16. Help remove undue parental pressure on pupils from status-seeking homes.

C. Assist with counseling.
   1. Do clerical work.
   2. Conduct routine program functions.
   3. Assist in gathering and recording pupil information.
   4. Aid in administration and scoring of tests.
   5. Provide liaison with pupils' homes, business and industry.
   6. Provide information to pupils.
   7. Listen to pupil problems and in-school referral.
   8. Do follow-up studies on pupils remaining in community.
   9. Tabulate studies.
   10. Schedule pupils.

D. Assist with resource center or library services.
   1. Prepare audio-visual materials at the request of teachers.
   2. File and catalog materials.
   3. Operate movie projectors, slide projectors, tape recorders, etc.
   4. Operate duplicator.
   5. Type
   6. Prepare instructional materials.
   7. Make book cards for books.
   8. Check out materials and books.
   9. Collect fines.
   10. Help pupils select books.
   11. Order materials from publishers.
   12. Help prepare bibliographies.
   13. Supervise pupils.
   14. Shelve books.
   15. Maintain equipment.
   16. Deliver sets of materials to classrooms.
   17. Help in library at night and on week-end.
   18. Help staff library during summer.

E. Assist with technical services.
   1. Operate key punch and computer equipment.
   2. Provide special vocational technical skills not usually possessed by teachers, e.g., radar specialist.
   3. Assist with inventory and accounting.
   4. Assist with scheduling of events.
   5. Assist with eye and dental examinations.
   6. Produce art work for locally developed materials.
   7. Prepare statistical reports.
   8 Assist in purchasing.

9. Make color transparencies.
10. Be a closed circuit T.V. Technician.
11. Help in electronic circuit maintenance.

F. Assist with general school services.
1. Do clerical work.
2. Assist in halls.
3. Help supervise in cafeteria.
4. Help supervise on playground.
5. Help supervise parking lot.
6. Do bookkeeping.
7. Do typing.
8. Babysit at parent meetings.
9. Be an office aide.
10. Help in study room after school.
11. Escort pupils from place to place.
12. Check and store incoming supplies.
13. Score standardized tests.
14. Help on school bus.
15. Help supervise bus loading.
16. Help at athletic events.
17. Maintain cumulative record folders.

A TENTATIVE TEACHER AIDE DAILY SCHEDULE (as Indicated by Master Teacher and Teacher Aide Reports)

Monday
1. Assist with physical education.
2. Review a book with children.
3. Get test papers out of file for students on history.
4. Aid those having trouble in forming letters correctly.
5. Adjust ventilators.
6. Take messages to office.
7. Help immature children to become adjusted.
8. Help students with science units on rocks.
9. Aid in checking seat work.
10. Aid in physical examination.
11. Grade spelling test papers.

Tuesday
1. Take lunch and milk count and get milk for milk break.
2. Look up materials in cabinets to have ready for class.
3. Hang posters and charts.
4. Return books to bookroom.
5. Secure needed reference books from library.
6. Help with glueing in art class.
7. Help with the ABC drills.
8. Make flash cards.
9. Bring in nature study materials.
10. Set up bookcase displays.
11. Take children to cafeteria and auditorium for lunch.

Wednesday
1. Prepare notices to be sent home with children.
2. Take student to art class.
3. Help students with math.
4. Help check number books and phonics exercises.
5. Grade history test papers.
6. Mix paint.
7. Cut paper (drawing and painting paper).
8. Plan to show film strips.
9. Assist in watching children on field trips.
10. File papers—history, math units, tests, and post tests.
11. Correct geography units for two teachers.

Thursday
1. Correct (S.R.A.) reading laboratory books.
2. Stay with students who are taking tests.
3. Make two keys to correct test papers—math and history.
4. Help with charts and graphs.
5. Help review test with students.
6. Run off unit for math class.
7. Go to art class with students.
8. Put on display in the teachers room materials we obtained at the VEA Convention.
9. Collect milk money.
10. Outside with boys so that they behave themselves.
11. Help individual student with writing.

Friday
1. Work with individual students.
2. Talk with students about conduct in library.
3. Line up students.
4. Help a girl with her writing and how to look up words in a dictionary.
5. Check writing and spelling. Take down posters and put up new ones.
6. Help individual students. Get students in line for lunch.
7. Correct reading laboratory books.
8. Help students with science unit on rocks.
9. Help students to look up information in encyclopedias.
10. Work out a key to correct a post-test in math. Addition and Subtraction.
11. Help children with film strip, "The Earth and Out Home", in geography.
12. Help train children to march in and out.
13. Assist in seeing children to bathrooms. See to good health habits.

TASKS OF PRE-SCHOOL AIDES

Teacher Aide I

Sets up room before class.
Cleans up room after class.
Keeps supplies, equipment, materials in order.
Helps children dress.
Helps children with bathroom needs.
Supervises children while they eat.
Accompanies children to and from school on foot.
Prepares for nap.
Prepares and distributes materials.
Encourages children to place toys, equipment, etc. in proper storage area after use.
Oversees block corner.
Supervises art and creative activities.
Supervises housekeeping corner.
Watches children outdoor play.
Oversees library corner.

Helps children use small manipulative toys, puzzles, etc.
Accompanies children on class trips.
Informal work with parents.

Teacher Aide II
All Teacher Aide I activities.
Attends school related meetings and reports on them.
Uses games, blocks, peg boards, imitation money, marbles, etc. to reinforce number concepts. i.e. size, amounts, numbers.
Uses games, Show & Tell, stories books, records, trips, informal converstations to develop language skills.
Uses trips, blocks, books, art and craft activities, pictures costumes, community people, etc. to develop social studies concepts.
Uses field trips, books, display simple experiments, etc. to reinforce science concepts.
Reads and tells stories.
Lead songs and rhythm bands.
Leads discussion and Show & Tell.

Senior Teacher Aide
All activities of Teacher Aide I and II.
Joint planning with teacher of activities and learning experiences.
Serves as resource for teacher.
Assumes responsibility for supplies in the center.
Writes anecdotal records on children's growth and behavior.
Under supervision does training of entry level aides.
Plans a variety of community resource activities for children and adults with teacher and family assistant.
Plans field trips.
Assumes responsibility for classroom during teacher's absence.
Trains volunteers in center and classroom routines.

Assistant Teacher
All activities of Teacher Aide I and II and Senior Teacher Aide.
Becomes a program resource person for entire center in one curriculum area, such as art, music, creative activities, science, etc.
Plans and carries out a program of supportive services for entry level aides.
Carries out moral support services for aides in training.
Serves as career development coordinator for paraprofessionals.
Plans the daily classroom activities, using program resource people, for a week, a month.
Assumes final responsibility for a class.
Trains aides in Early Childhood Development and in curriculum.
Runs a parent training program in Education of Young Children.

JOB DESCRIPTION: PRE-SCHOOL AIDE I

The Teacher Aide I performs housekeeping and child care tasks.
She supervises children's play periods. She monitors children's activities in the block corner, the library corner, the housekeeping corner and she monitors arts and creative activities.
The worker sets up the classroom for the first activity ½ hour before class begins.
The worker keeps all supplies, equipment and materials in their proper place in the storage area.
The worker meets children at designated places and accompanies them on foot to school, seeing that they walk together and obey traffic rules.

The worker must read and write at a fifth grade level.
She must be a resident of the community and her income must be at or below the poverty guidelines.

The Teacher Aide I is supervised by the classroom teacher to whom she is assigned.

Evaluation of Teacher Aide I
The Teacher Aide I is evaluated on the following criteria:
1) Classroom, materials and equipment are ready before the beginning of class.
2) Supplies are cleaned, neatly stored in their proper place.
3) Children are orderly in lavatory; they flush toilets and wash their hands independently.

The teacher to whom the worker is assigned evaluates the worker. During the first three months on the job, the worker is evaluated every month. These first three months are a time of probation. After this time the worker is evaluated every two months. The evaluation is signed by the worker. If the worker disagrees with the evaluation he may refuse to sign it and may write a rebuttal. If action is to be taken against the worker because of the evaluation, he may begin the appeals process.

TEACHER ASSISTANT TRAINEE JOB DESCRIPTION

Job Description
Under direct supervision of the school principal or his designee, trainee shall be oriented to the school and the community it serves and shall do related work as assigned.

Examples of Work
Aids in the implementation of the school program as it relates to the child and his family; assists in taking personal histories of students; assists in registration of new entrants; investigates preregistrants who do not appear; assists in follow up on health records, assists in keeping attendance and other records; assists in monitorial duties and lunchroom and corridors; interesting restless pupils in available activities; assisting with recreational activities; preparing classroom and bulletin board displays, helping children to use, clean and put away classroom materials; participates in all Board of Education and New Careers training sessions of staff meetings as required by supervisors.

Qualifications
1. High school diploma or G.E.D. preferred or enrollment in G.E.D. program.

2. Age level–between 22 and 55 years of age.
3. Meet guidelines established under Economic Opportunity Act of 1964.
4. Meet Board of Education personnel requirements.
5. General good health and freedom from physical and mental defects.
6. Ability to perform tasks assigned: willingness to work with young children and their families.

TEACHER ASSISTANT JOB DESCRIPTION

Job Description

Under direct supervision of the school principal or his designee, assistant shall assist the school personnel in establishing and maintaining a working relationship with parents; orient families to obtain necessary services related to health, welfare, housing and manpower, and in the implementation of the overall school program by assisting the teacher and child in the instructional program where, while working under the direct supervision of a teacher, the assistant will participate in those classroom activities which have been identified by the teacher as meaningful to the educational program and within the role of an auxiliary person. The assistant may be provided with the opportunity to work with individual children and/or small groups.

EXAMPLES OF WORK

Assistant shall assist school social worker on field visits, render general assistance to case worker, if able, serve as an interpreter when necessary, assist in maintaining case records, under supervision of authorized personnel shall make necessary investigation related to children with special needs; investigate severe cases of absenteeism; assist in follow-up of case load as assigned; participate in all Board of Education and New Careers training sessions and staff meetings as requested by supervisors; will maintain records on weekly assignments.

Upon assignment by teacher, assistant shall work with individual child or group for tutorial purposes; operate audio-visual equipment; assist in supervision, assembly, lunch and recreational activities; skills (dancing, sewing); assist with clean up and put away of classroom supplies; help pupils to improve social etiquette, duplicating classroom materials (charts, maps and other instructional materials); recording attendance and grade scores; correcting test papers; reading stories to children; helping absent children to catch up on their work; helping children move from one class to another in the building.

QUALIFICATIONS

1. Successful completion of Teacher Assistant Trainee.
2. High School or Equivalency degree.
3. Age level between 22 and 55 years of age.
4. Meet Board of Education personnel requirements.
5. Meet guidelines established under Economic Opportunity Act of 1964.
6. General good health and freedom from physical and mental defects.
7. Ability to perform tasks assigned; willingness to work with young children and their families.

Organizational Relationship:

The Associate Teacher is a non-teaching member of the school faculty and cooperates in the procedures by the Board of Education, Superintendent of Schools, and principal for that staff.

Authority and Accountability:

The Associate Teacher is directly responsible to the principal of the school and through him to the Superintendent of Schools.

Qualifications:

1. Associate of Arts Degree (sixty-four college credits).
2. Upon completion of two years training candidate may be hired as provisional Associate Teacher provided such person continues to accure credits toward Associates of Arts degree.
3. Enrollee must meet Board of Education personnel requirements.

Salary Guide:

1. $5,200–$5,800 (1969-70).
2. New Career graduates will start at $5,500 per annum.

Basic Functions: Under the general direction of the prekindergarten teacher and supervision of the building principal, the teacher assistant works with the teacher to implement the educational experiences required to create an atmosphere conducive to positive learning.

Major Duties:

1. Supervises a given group of children.
2. Assists in the establishment of a wholesome emotional climate within the classroom.
3. Assists in registration of new applicants.
4. Follows up on health and attendance records.
5. Assists in recreational activities.
6. Assists in preparation of classroom and hall displays.
7. Helps in establishing cooperative relationships with parents, interpreting the value of the children's daily experiences to them, scheduling conferences, etc.
8. Assists in establishing good "housekeeping in the classroom."
9. Encourages the children to explore materials, carry out ideas and solve problems.
10. Supervise care and repair of equipment.
11. Operate audio-visual equipment.
12. Maintains transportation schedule.
13. Assists with field trips.
14. Maintains classroom records as directed.
15. Assumes the responsibility for the classroom as a qualified substitute in the absence of the teacher.
16. Works with children who have special needs.
17. Prepares duplicated materials for classroom use.
18. Performs other tasks as may be assigned.

CAREER LADDER
PARAPROFESSIONAL COMMUNITY STAFF
(Sample)

Job Title:
Family Worker 1 per class (pre-K through 12) $6,000

Job Requirements:
1. Meets poverty guidelines for low income.
2. Resident of local school area, if not of school district
3. Functionally literate in reading and writing.
4. U.S. Citizen.
5. First preference to school aides

Duties:
1. Makes home visits to follow up on absenteeism.
2. Makes home visits to become acquainted with parents.
3. Makes home visits to report and consult with parents about continuous behavior problems.
4. Makes home visits to identify problems in the home.
5. Informs parents of school programs.
6. Encourages parents to follow-up medical and other agency appointments with child.
7. Recruits children for pre-kindergarten programs.
8. Escorts children to and from school and home.
9. Accompanies school professionals to homes of children.
10. Refers home problems to family assistant.
11. Attends staff meetings, staff orientation and in-service training.
12. Participates in group conferences re: family problems and children behavior.
13. Attends P.T.A. meetings.
14. Assists in parent workshops.
15. Coordinates baby sitting services for parents involved in school activities.
16. Maintains daily log of activities.
17. Escorts parents and/or children to agencies.
18. Accompanies on parent field trips.
19. Maintains file on individual families.
20. Participates in supervisory conference with family assistant
21. Recruits parents for parent programs and activities.
22. Interprets new and existing parent and child programs to parents.
23. Interprets school policy to parents.
24. Assist with school registration.
25. Interprets school staffing to parents.
26. Provides parents with information concerning adult basic education.

Training and Education:
Six weeks during the summer of 1970 and 15 hours per week during the school year in the following areas:
1. Skills necessary to perform the above duties.
2. G.E.D.
3. Six college credits.

Job Title:
Family Assistant 1 per grade level $6,800

Job Requirements:
1. One year experience as family worker.
2. G.E.D.
3. Participation in in-service training for family worker.
4. Successful evaluation in family worker position.

Duties:
1. Attends staff meetings.
2. Participates in-service training.
3. Supervises family worker.
4. Maintains file on community resources.
5. Makes referrals for parents to appropriate community agencies.
6. Negotiates with parents at community agencies.
7. Makes home visits to follow-up upon referrals from family worker.
8. Attends P.T.A. meetings.
9. Attends appropriate community meetings.
10. Assists with parent workshops.
11. Assesses individual and community needs.
12. Gives parents information re: elementary, secondary and higher education.
13. Follows up on agency referrals.
14. Maintains reports on referrals.
15. Maintains daily log of activities.
16. Participates with parents in conferences with professional school staff.
17. Confers with teachers concerning referral of child to school social guidance and psychological services, and follows up on referral.

Training and Education
Six weeks in summer of 1970 and 15 hours per week during the school year in the following areas:
1. Skills necessary to perform the above duties.
2. Twenty four college credits.

Job Title:
Parent Program Assistant 1 per school $7,800

Job Requirements:
1. One year experience as family assistant.
2. Thirty college credits.
3. Participation in in-service training for family assistant.
4. Successful evaluation in family assistant position.

Duties:
1. Coordinates parent workshops.
2. Supervises family assistants.
3. Assists in training of family workers and family assistants.
4. Conducts staff meetings with family workers and family assistants.
5. Gathers information re: all school programs.
6. Develops parent school programs.
7. Develops written materials for parents re: school activities, programs, etc.
8. Confers with school personnel to coordinate programs.
9. Assesses local community resources and needs.
10. Attends P.T.A. meetings.
11. Attends relevant community meetings.
12. Serves on selection panel for family workers and family assistants.
13. Coordinates all referrals from school personnel to be assigned to family workers and family assistants.
14. Maintains daily log of activities.
15. Acts as liaison between professional school staff and paraprofessionals.
16. Acts as liaison between school administrators and parent groups.
17. Organizes parent groups.
18. Opens, maintains and keeps reports on designated school parent program bank accounts.

Training and Education:
Six weeks in summer of 1970 and 15 hours per week during the school year in the following areas:
1. Skills necessary to perform the above duties.
2. Thirty college credits.

Job Title:
Senior Parent Program Assistant 1 per district $8,800

Job Requirements:
1. One year experience as Parent Program Assistant.
2. Sixty college credits.
3. Participation in in-service training for Parent Program Assistant.
4. Successful evaluation in Parent Program Assistant position.

Duties:
1. Supervises parent program assistants.
2. Assists with training of family workers, family assistants and parent program assistants.
3. Acts as liaison between district office and parent groups.
4. Coordinates district parent workshops.
5. Assesses district needs for parent programs.
6. Visits all district schools to observe and assist in implementation of parent programs.
7. Serves on selection panel for family workers and assistants and parent program assistant.
8. Performs assessment of district needs and resources.
9. Attends district meetings relating to school and community projects.
10. Clarifies and reviews job descriptions of family workers, family assistants and parent program assistants with professional school staff.
11. Reviews vouchers for parent activity funds.
12. Attends local and central school board meetings when appropriate.
13. Attends local P.T.A. meetings when appropriate
14. Disseminates information to Parent Program Assistants concerning educational and community issues and programs.
15. Obtains and disseminates information to PPA's concerning federal, state and other funds pertaining to education.
16. Gathers from PPA's information on local school guidance, psychological and social services and consults with appropriate district personnel.
17. Gathers information on educational programs and curriculum within the district and confers with local or district personnel to assist in resolving grievances.
18. Maintains log of activities.
19. Compiles and disseminates lists of trip sites for educational, cultural and recreational activities for parents.
20. Maintains file on district and city resources.

Training and Education:
Six weeks during the summer of 1970 and 15 hours per week during the school year in the following areas:
1. Skills necessary to perform the above duties.
2. Thirty college credits.

Job Title:
Community Program Director 1 per district $10,000

Job Requirements:

1. One year experience as Senior Parent Program Assistant.
2. Ninety college credits.
3. Participation in in-service training for Senior Parent Prog. Asst.
4. Successful evaluation as Senior Parent Prog. Asst.

Duties:

1. Supervises senior parent prog. asst.
2. Coordinates district training for paraprofessional staff.
3. Evaluates and monitors education and training programs for paraprofessional staff.
4. Attends meetings and serves on committees for planning, developing implementing and evaluating all educational programs, district or city wide.
5. Serves on selection panel for paraprofessional staff.
6. Attends all local and open central school board meetings.
7. Supervises development of district parent workshops and other parent programs.
8. Negotiates grievances on behalf of paraprofessionals in the district.
9. Attends all district supervisory staff meetings.
10. Reviews and consults with district superintendent concerning disbursement and monitoring of parent activity funds.

Education and Training

Six weeks of training during the summer of 1970 and 15 hours per week during the school year in the following areas:

1. Skills to perform the above duties.
2. Thirty college credits.

Appendix C
SOURCES OF ASSISTANCE

–American Association of Junior Colleges, Washington, D.C.
–American Federation of State, County, and Municipal Employees, Washington, D.C.
–American Federation of Teachers, Washington, D.C.
–Association of Childhood Education, Washington, D.C.
–Association of Classroom Teachers, National Education Association, Washington, D.C.
–Bank Street College of Education, New York City
–Bureau of Education Personnel Development, U.S. Office of Education, Washington, D.C.
–Bureau of Postsecondary Education, U.S. Office of Education, Washington, D.C.
–Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, D.C.
–Child Study Association, New York City
–Child Welfare League, New York City
–National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D.C.
–New Careers Development Center, New York University, New York City
–Office of Child Development, Department of Health, Education and Welfare, Washington, D.C.
–Public Service Careers, Department of Labor, Washington, D.C.
–University Research Corporation, Washington, D.C.

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